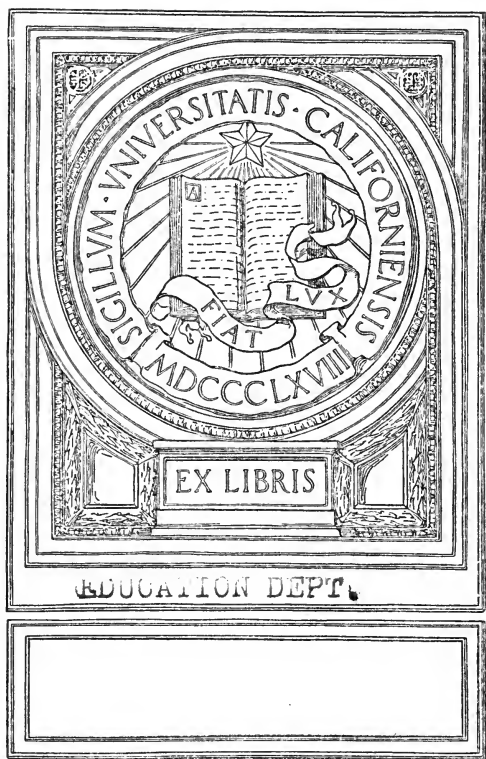


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THE
GUILFORD SPELLER

*WITH WORD STUDIES AND
DICTIONARY WORK*

BY
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BOSTON, U.S.A.

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PREFACE

ALTHOUGH there have undoubtedly been improvements in the method of teaching spelling during the last twenty-five years, the fact that the spelling is poor in schools, in colleges, and in business life generally cannot be gainsaid. The complaint is so common and so persistent that the inference is irresistible either that the subject is extremely difficult or that the present method of teaching it is faulty.

The authors of this book believe the trouble arises in large part from a wrong method, and accordingly offer as a remedy this book, the characteristic feature of which is *dictionary* work.

This consists not in merely telling the pupil to consult the dictionary—for the dictionary is an oracle that divulges little unless wisely interrogated,—but the pupil is given varied and numerous lessons on its proper use till he thoroughly understands what a dictionary is for, becomes expert in its use, ceases guessing when a difficulty is presented, and of himself not only consults the dictionary, but does so intelligently and rapidly; and, as a result, very rarely misspells or mispronounces a word.

The great majority of those who ever learn to spell acquire the accomplishment in precisely this way, but after leaving school. The pupil in school, however, may, by the dictionary method, be taught more systematically, much more quickly and

much better in every way, so that accurate spelling and pronunciation early become a habit. We speak confidently, for this method has been tested for several years in a large city school with the result that misspelling was soon practically banished, and in the upper grades the subject had no longer to be dealt with. This was not accomplished without work, but when the use of the dictionary was once mastered, the pupil managed his own spelling.

Side by side with the teaching of orthography, and somewhat more fully than usual, lessons are given on *Prefixes*, *Suffixes*, *Roots*, *Homonyms*, and *Synonyms*, in such a way as to lend interest to the main subject. These lessons are not made memory tasks for show purposes, but drill work is given on each, and the pupil is set squarely in the road to further knowledge of these subjects, and may travel therein with profit if he chooses.

A. L.

JUNE, 1901.

NOTE. — The spelling and diacritical marks used in this book follow Webster's International Dictionary, and all references are to that work.

THE GUILFORD SPELLER

PART I

LESSON 1

VOWELS

Section I

Pronounce slowly and distinctly each word in the following list.

In pronouncing each word, prolong the sound of the italicized letter, then give its sound separately and slowly.

bay	me	line	go
cane	she	ride	home
lame	seen	kite	doze
cube	talk	ask	form
tune	arm	lamp	blot
blue	dark	met	dove
try	calm	miss	down

As you utter these sounds, the voice comes from the throat clearly and freely. The flow of sound is but little obstructed by the teeth, tongue, or lips.

A letter that represents a free and open voice sound is a Vowel.

The vowels are a, e, i, o, and u, and w and y when they stand for pure voice sounds.

Section II

Read slowly, prolonging the vowel sounds in the following stanza.

THE BUGLE SONG

The splendor falls on castle walls
 And snowy summits old in story :
 The long light shakes across the lakes,
 And the wild cataract leaps in glory.
 Blow, bugle, blow, set the wild echoes flying,
 Blow, bugle ; answer, echoes, dying, dying, dying.

TENNYSON.

falls	story	lakes	blow	long	bugle	castle
walls	glory	shakes	echo	leaps	flying	dying

NOTE. — Observe the force and beauty attained by the repetition of the vowel sounds at intervals.

LESSON 2

LONG A AND SHORT A

Section I

Read carefully :

Break, break, break,
 On thy cold gray stones, O sea !
 And I would that my tongue could utter
 The thoughts that arise in me.

TENNYSON.

Sound the a in breāk and the a in ānd.

The first is the sound of long *a*, and the second of short *a*.

Each vowel has a *long* sound and a *short* sound. The long sound is indicated by a short horizontal bar, called the *macron*, placed above the letter. The short sound is indicated by a short curved mark, called the *breve*, also placed above the letter.

Section II

Read carefully. Notice the long a and the short a.

Come, let us plant the apple tree.
 Cleave the tough greensward with the spade;
 Wide let its hollow bed be made:
 There gently lay the roots, and there
 Sift the dark mould with kindly care,
 And press it o'er them tenderly,
 As, round the sleeping infant's feet,
 We softly fold the cradle sheet;
 So plant we the apple tree.

BRYANT.

māde	crādle	āpple	ās
spāde	lāy	plānt	ānd

Section III

1. Little Amy Baker stood with her face pressed to the window-pane. A stranger was coming through the gate. He was lame and hobbled on at a slow pace.

2. As the children gazed, down fell the graceful flakes of snow. What beautiful shapes they took! What racing and chasing with some of them! How lazily others floated to the ground!

Arrange in columns the words in this section which contain \check{a} and \bar{a} .

Section IV

Pronounce slowly and distinctly the following words. Write them and mark the long a and short a in each.

\bar{a}

a bate'	na' tive	for sake'	pro fane'
a wake'	de face'	ta' per	pa rade'
a maze'	dis grace'	va' cant	de range'
a' gent	em brace'	base' ment	ex change'
dan' ger	es cape'	case' ment	shad' y

\check{a}

al' bum	cab' in	fam' ish	staff
ban' ter	chap' ter	hab' it	shaft
ban' tam	can' did	plan' et	craft
ban' ish	crack' er	rap' id	grasp
band' box	ca nal'	rab' bit	clasp

Read carefully:

Rats!

They fought the dogs and killed the cats,
And bit the babies in the cradles,

And ate the cheeses out of the vats,
And licked the soup from the cook's own ladles,
Split open the keg of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats
By drowning their speaking
With shrieking and squeaking
In fifty different sharps and flats.

ROBERT BROWNING.

NOTE.—Observe the force and the charm of the vowel sounds.

LESSON 3

DIPHTHONGS

Section I

great	braid	stay	they
steak	maid	pray	whey
break	praise	gray	prey
skein	freight	weight	gauge

Here are sixteen words for you to study. Many of them you use frequently in conversation.

In each of these words the two vowels italicized are used to represent the sound of *ā*.

A combination of two vowels to represent one sound is a Diphthong.

Each of these diphthongs is the equivalent of *ā*.

Section II

great	grain	hay	jean
feign	veil	lain	lay
mail	neigh	pay	quail
a fraid	sus tain	o bey	gauge
a wait	ab stain	con vey	gaol
a vail	ar raigh	de cay	rein deer
be wail	ex claim	be tray	grey hound

From a study of the above words, observe that the common equivalents of \bar{a} are $\bar{a}i$, $\bar{a}y$, $e\bar{a}$, and ei . Those which rarely occur are ey , $\bar{a}u$, and $\bar{a}o$.

Observe the mark used to indicate the sound of \bar{a} in these diphthongs, and where it is used.

NOTE.—It is not necessary for pupils to commit to memory the equivalents of vowels in this and subsequent lessons.

Section III

Write the following sentences from dictation.

Arrange in columns the sixteen words containing equivalents of \bar{a} , and correctly mark each diphthong.

1. May paid eight cents for a skein of crochet silk.
2. The gauge of a railway is the distance between its rails.
3. Amos went to the gaol.
4. They found the steak tender and juicy.
5. The robins sway and sing on the spray of maple.
6. A quaint old maid rode in the chaise.

Section IV

Read carefully :

“My soul to-day
Is far away,
Sailing the Vesuvian bay;
My winged boat,
A bird afloat,
Skims round the purple peaks remote.”

NOTE. — Observe the force of the diphthongs in the stanza.

LESSON 4

THE USE OF THE DICTIONARY

Section I

HOW TO FIND WORDS

If you have not a good dictionary, you should get one that you may call your own, as soon as possible. In your study of words you will need to refer to it frequently.

A thorough knowledge of the letters of the alphabet, and the order in which they occur, will aid you to open the dictionary at once near to the word for which you are searching. You will thus avoid wasting much time in unnecessary leaf-turning. In an ordinary dictionary, about one-half the words appear before the letter *L*.

Each page of the dictionary contains two or more columns of words. In the margin above each column, printed in capitals, is an *index-word*. The index-word

over the left-hand column indicates the first word in that column. The index-word over the right-hand column is the last word in that column. The page on which a given word appears is to be found by consulting the index-words in the page-margins.

In the dictionary all the words are arranged alphabetically. Turn to a page, or pages, in the dictionary on which the following words are found: *raid*, *rain*, *rate*, *rose*. *Rate* is found before *rose* because *a* in the alphabet comes before *o*. *Rain* is found before *rate* because *i* comes before *t*. *Raid* appears before *rain* because *d* precedes *n* in the alphabet.

Section II

Arrange the following words in the order in which they are found in a dictionary :

apple	astound	abandon	afford	arrange
after	amaze	abbey	ache	avail
awful	anise	accent	abeam	atom
altar	alum	auburn	again	appear
ashes	always	attain	aimless	aster

Is the first word in your arrangement *abandon*? Is the last word *awful*?

Arrange the following names alphabetically :

Boone	Butte	Braintree	Babylon
Bristol	Bradford	Brooklyn	Bergen
Boston	Buffalo	Bosworth	Brunswick

LESSON 5

A TALK ABOUT SPELLING

Section I

Alfred Fletcher was a pupil in the lowest grade of a grammar school. Alfred was a poor speller and did not seem to be improving much in this respect from day to day.

Miss Streeter, his teacher, had given a test exercise in spelling one Wednesday. There were twenty-five words in the test, and Alfred had missed seventeen of them. Poor work, was it not?

Alfred stood by his teacher's side. They were looking at the corrected lesson paper. The words are given below. The italicized words had been missed.

- | | | |
|--------------------|-----------------------|---------------------|
| 1. forty | 9. <i>sessions</i> | 18. <i>running</i> |
| 2. <i>business</i> | 10. lawyer | 19. <i>seize</i> |
| 3. every | 11. <i>apron</i> | 20. <i>neighbor</i> |
| 4. lilacs | 12. echoes | 21. <i>allspice</i> |
| 5. <i>scissors</i> | 13. <i>multiplier</i> | 22. <i>mackerel</i> |
| 6. <i>pursuit</i> | 14. forehead | 23. <i>measles</i> |
| 7. <i>icicle</i> | 15. sailor | 24. <i>pillar</i> |
| 8. <i>purchase</i> | 16. <i>colonel</i> | 25. weather |
| | 17. <i>separate</i> | |

Section II

Alfred was a hard worker in the class-room. He was anxious to learn to spell and was doing the best he knew how. He never misspelled words purposely.

Miss Streeter told him that all of these wrong forms that he had written were *guesses*, and that he never could become a good speller until he stopped *guessing*.

"Are there any words that you can spell correctly, Alfred?" said Miss Streeter. Alfred said that he was sure of the spelling of a good many.

"When a word is given you to spell, do you *know* whether you can spell that word correctly or not?" continued his teacher.

"Yes, Miss Streeter," said Alfred.

Then Miss Streeter told him never to attempt the spelling of words that he was not sure of, but to look them up in the dictionary and observe their forms closely; by and by they would become as clear as the forms of words he could spell.

NOTE. — In a dictation lesson it is better for the pupil to leave a space for the doubtful word, which may be written in after the exercise.

LESSON 6

THE USE OF THE DICTIONARY (Continued)

Section I

Let me describe to you the finding of the word *mantle* in the dictionary.

I open the dictionary a little beyond the middle of the book, and find that all the words commence with *M*.

The index-words on the right-hand page are *magic* and *mail*. As *man* comes after *mai*, I turn on until I find that

the index-words are *manifesto* and *map*. I know that the word *mantle* is on this page.

I then look at the last word in the first column to discover whether the word is in that column. Finding that it is not, I begin at the top of the last column and glance downward till my eye rests on the word.

Look this word up in your dictionary. As all dictionaries are not alike, the index-words may be different from these.

Practice a little each day finding words in the dictionary, using the plan just described.

LESSON 7

THE RAINBOW

“The evening was glorious, and the light through the trees
Played with sunshine and raindrops, the birds and the breeze;
The landscape, outstretching in loveliness, lay
On the lap of the year, in the beauty of May.

For the queen of the spring, as she passed down the vale,
Left her robe on the trees, and her breath on the gale;
And the smile of her promise gave joy to the hours,
And fresh in her footsteps sprang herbage and flowers.”

Find the following words in the dictionary and mark the long a and short a:

played	gave	rain drops	passed
lay	vale	herb age	sprang
May	gale	land scape	rain bow

Find in the dictionary the meaning of the following words :

glo ri ous

prom ise

love li ness

LESSON 8

Section I

THE LAMBS

This is the meadow where all the long day
Ten little frolicsome lambs were at play.

These are the measures the good farmer brings
Salt in, or cornmeal, and other good things.

This is the lambkin's own big water trough;
Drink, little lambkins, and then scamper off!

This is the rack where in winter they feed;
Hay makes a very good dinner indeed.

These are the big shears to shear the old sheep,
Dear little lambkins their soft wool may keep.

Here, with its big double doors shut so tight,
This is the barn where they all sleep at night.

EMELIE POULSSON.

Write in columns the words in the above poem which contain long a and short a, and mark them with macron or breve.

Find in the dictionary the meaning of the following :

mead ow

lamb kin

shears

water trough

meas ure

scam per

dou ble

frol ic some

Section II

REVIEW

a ban don
 ab bey
 ab stain
 ache
 a fraid
 a gain
 aim less
 all spice
 al tar
 a maze
 ban tam

be wail
 bus i ness
 cat a ract
 chaise
 cleave
 fore head
 freight
 frolic some
 grey hound
 i ci cle
 jean

juic y
 lamb kin
 pur ple
 pur suit
 quaint
 rab bit
 rob ins
 scis sors
 sep a rate
 shakes
 skein

an ise
 an swer
 ap pear
 ap ron
 ar raign
 au burn
 colonel
 col umns
 con vey
 cro chet
 diph thong
 dou ble

doubt
 ech oes
 es cape
 feign
 li lacs
 mack e rel
 mead ow
 mea sles
 meas ure
 mould
 neigh bor
 plan et

praise
 pur chase
 splen dor
 stan za
 steak
 stran ger
 sus tain
 tongue
 Ve su vi an
 weath er
 weight
 whey

LESSON 9

BROAD A

Section I

THE CLOUD

I bring fresh showers for the thirsting flowers
 From the seas and the streams;
 I bear light shade for the leaves when laid
 In their noonday dreams.

From my wings are shaken the dews that waken
 The sweet buds every one,
 When rocked to rest on their Mother's breast
 As she dances about in the sun.

I am the daughter of earth and water,
 And the nursling of the sky;
 I pass through the pores of ocean and shores;
 I change but I cannot die.

SHELLEY.

Pronounce the last word in the first line of the third stanza slowly. Sound the a in this word.

This is the *broad* sound of a and is marked thus, a.

Pronounce the following words :

all	al ways	bal sam	warn ing
al der	al read y	quar ter	dwarf
be fall	fal ter	war fare	wharf

Write this group of words and mark the broad a.

Section II

Pronounce the following words :

aw ful	awn ing	draw er	baw ble
law ful	brawn y	daw dle	brawl er
fault	as sault	be cause	cau cus
fraud	au gust	fau cet	pau per
form	cor ner	bought	dis cord
or bit	tor pid	thought	a broad

The common equivalents of *a* are *aw*, *au*, *o*, *oa*, and *ou*. This mark (^) used over *o* shows that it should have the sound of broad *a* as in *all*.

*Write the groups of words under Section II and mark the equivalents of *a*.*

Section III

Find the following words in your dictionary.

Arrange in groups the words having similar vowel sounds and learn their spelling.

*Use the proper sign to indicate the sound of *a*.*

Pronounce each word carefully as you write it.

for' ward	born	bawl	squall
au tumn	thorn	shawl	Geor gi a
sought	auc' tion	for' feit	balk
stall	wrought	au thor	au burn

NOTE. — There are many other combinations of vowels forming diphthongs whose use may be found in the dictionary.

LESSON 10

THE USE OF THE DICTIONARY (Continued)

Section I

PRONOUNCING WORDS

Here are nine words not easy to spell or to pronounce. They are printed here as we find them in the dictionary.

wrought (rawt)	freight (frāt)	fort' night (fort' nīt)
maid en (mā' dn)	skein (skān)	wrap (răp)
veil (vāl)	shawl (shāl)	fraught (frawt)

Many words in our language are difficult to pronounce, and the maker of the dictionary uses this plan to assist us in uttering their sounds correctly. Sometimes the whole word is spelled out in this simple way and sometimes only the syllable or syllables difficult to pronounce. We call this phonetic spelling, or spelling by sound.

The dictionary helps us to the correct pronouncing of difficult syllables by spelling them phonetically.

Section II

Arrange the following words in phonetic groups.

With the assistance of the dictionary, study each word for its pronunciation.

Mark the equivalents of ā and a.

aught	dray	naught	sprawl
baize	dwarf	neigh	sprain
brain	eighth	pause	waist
bray	fault	plains	staid
crawl	fawn	quail	stalk
claws	false	flail	straight
clause	haul	reign	strain
draw	flay	scrawl	sleigh
deign	gauze	scorn	veil
drain	gorge	sauce	vein
drawl	hail	snail	waive

I wield the flail of the lashing hail,
 And whiten the green plains under,
 And then again I dissolve in rain,
 And laugh as I pass in thunder.

SHELLEY.

LESSON 11

ITALIAN A

Section I

Learn and write from memory :

And first with nicest skill and art,
 Perfect and finished in every part,
 A little model the Master wrought;
 Which should be to the larger plan
 What the child is to the man,
 Its counterpart in miniature.

FROM LONGFELLOW'S "Building of the Ship."

There are four words in this stanza in which a new sound of **a** appears.

These words are *art, part, larger, and counterpart.*

Sound the a in each of these words.

This sound is Italian **a**, the most free and open of all the vowel sounds.

Two dots, like the dieresis, are used in marking Italian **a**. They are placed above the **a**, thus **ä**.

Pronounce these words:

a larm	dis arm	mar ket	scar let
arch er	har vest	pla card	gui tar
ci gar	mar gin	re gard	car toon

Write these words and mark the Italian a.

Section II

Find the following words in your dictionary.

As you find each word, see if you can pronounce it in accordance with the directions given in the dictionary.

Copy each word as you proceed and mark each ä, or its equivalent, with the dieresis mark.

car' cass	psalm	guard	launch
heart y	al' mond	salve	saun' ter
hearth	gua' no	laugh	half
aunt	czar	alms	taunt
so pra' no	qualm	car' bon	gua' va

There is but one common equivalent of **ä**, **äu**; of rare occurrence are **eä**, **uä**, **e**, and **äa**.

Section III

The dictionary contains the names of men and women with their meanings or significations — for example ; “Harold, a champion ; general of an army.” “Abigail, my father’s joy.”

Write the following names and study the dictionary for their significations :

Ada	Amy	Emma	Amanda
Agnes	Ann	Flora	Amelia
Alice	Clara	Grace	Augusta
John	Leonard	Henry	James

LESSON 12

INTERMEDIATE A

Section I

Yea, though I walk through the valley of the shadow of death, I will fear no evil ; for thou art with me ; thy rod and thy staff they comfort me.

FROM PSALM XXIII.

Sound the a in valley ; the a in art.

The sound of a in *staff* lies between these two sounds. It is not so free and open as Italian a, nor so short and flat as short a. It is the most difficult sound of a to give and needs careful practice.

This is the intermediate sound of a. It is indicated by the use of a dot placed above the letter, thus, â.

Pronounce the following words :

ask	past	chaff	grant
cask	fast	staff	can't
clasp	shaft	grass	branch
grasp	craft	class	blanch
lance	draft	glass	lath
chance	quaff	chant	path

This sound of a occurs mainly in certain words and syllables ending in **sk**, **ff**, **ft**, **th**, **ss**, **sp**, **nch**, **nt**, and **nce**.

Section II

Write the following sentences. Refer to the dictionary and mark intermediate a in the thirteen words in which it occurs.

1. Grasping his staff, the old man walked down the path past the old mill.
2. The brook went dancing and glancing beneath the branches of the beech.
3. Ask, and it shall be given you; seek, and ye shall find.
4. All the knights seized their lances and rode forth on their prancing steeds.
5. I was the last to enter my class-room.
6. "Each morning sees some task begun,
Each evening sees its close."

LESSON 13

SYLLABLES

Section I

In pronouncing the word *coming*, the voice naturally separates the word into two parts, *com* and *ing*. The sounds of each part, however, we pronounce together.

A Syllable is a sound or combination of sounds uttered by one impulse of the voice.

A Monosyllable is a word of one syllable.

loose	slipped	sense	kiln
peach	spruce	page	book

A Dissyllable is a word composed of two syllables.

o dor	down y	pal lid	far ther
or ange	gro cer	print er	rob in

A Trisyllable is a word composed of three syllables.

care less ly	sen sa tion	ad ven ture
mul ti ply	car pen ter	re spect ful

A Polysyllable is a word composed of more than three syllables.

a gree a ble	ex pe ri enced	suf fo ca tion
mon o syl la ble	dis syl la ble	mul ti pli ca tion
tri syl la ble	pol y syl la ble	mis un der stand

Count the dissyllables on this page.

Section II

One day last October, Joseph Kennedy, a young man *employed* in a hop *storehouse* in Gervais, Oregon, met with a strange *adventure*.

He walked so *carelessly* on some *loose* boards thrown across a bin as to *dislodge* one of them. Young Kennedy *slipped* through the *opening* and fell into the mass of hops below.

This at first made him laugh *heartily*, for the hops were light and *downy*; they had an *agreeable* odor and feeling. For a few moments he had a *delightful* sensation, as if he were in some *immense* feather-bed.

em ployed	store house	ad ven ture
care less ly	loose	dis lodge
slipped	o pen ing	heart i ly
down y	a gree a ble	o dor
de light ful	sen sa tion	im mense

Think of each of the above words as a monosyllable, a dissyllable, a trisyllable, or a polysyllable.

Section III

Then he started to walk out. He made a few movements with his feet and was *surprised* to find himself sinking still deeper into the *yielding* abyss.

Up to this moment he had *experienced* no *difficulty* in breathing. Now he began to feel a *sense* of *suffocation*.

He was *thoroughly frightened* and shouted aloud for *assistance*.

Joseph called and called ; but his voice seemed to carry no *farther* than the soft hops which clung about his *pallid* lips. He *redoubled* his *exertions* and *fairly screamed*.

sur prised	ex pe ri enced	dif fi cul ty
sense	suf fo ca tion	thor ough ly
fright ened	as sist ance	far ther
pal lid	re doub led	ex er tions
fair ly	screamed	breath ing

Section IV

He sank back *inactive* with a strong *temptation* to give up the *struggle*. His *courage* died out with his loss of breath and he *swooned*.

Presently he was *roused* by the sharp prod of a hook in his *shoulder*. His brother had come up from the *kiln*-room below and was *searching* for him.

Joseph had sense enough to lay hold of the *rescuing* pole and to hold on for dear life. His brother *answered* with a strong and *steady* pull that soon *brought* him above the surface. He *inhaled* pure air *again* and soon *revived*.

in ac' tive	temp ta' tion	strug' gle
cour' age	swooned	roused
shoul der	kiln	search ing
res' cu ing	an' swered	stead y
brought	sur face	in haled'
a gain'	re vived'	Jo' seph

LESSON 14

THE USE OF THE DICTIONARY (Continued)

Section I

DIVIDING WORDS INTO SYLLABLES

Select ten dissyllables found in the sentences under Sections II and III, Lesson 13, and syllabify them as indicated in the dictionary.

Each word in the dictionary is divided into syllables. In your writing, when you find it necessary to place parts of the same word on different lines, be careful to separate the word only at the syllable divisions.

Arrange the following words in syllables, from memory. Consult the dictionary to prove correctness of your work.

February	chimney	diphthong	wrapper
Wednesday	beautiful	macron	wrangle
Tuesday	lazily	maple	knapsack
Saturday	gauging	chamois	fortnight
autumn	juicy	champagne	auction

Section II

Find in the dictionary the significations of the following names. Syllabify and mark the accented syllables.

Adam	Abel	Aaron	Amasa
Abner	Alfred	Andrew	Arthur
Caleb	Charles	Clarence	Edmund

LESSON 15

A LONG BEFORE R

Section I

pare	care	fare
par' ent	com' pare	plow' share

In each of these words a precedes r.

In many cases this position of a gives it a long sound that is not quite like the long a that we have learned to mark with the macron.

This sound of a is known as *a long before r*, and is indicated by a sign above the letter, thus â.

Section II

Mark â and its equivalents in the following list.

Search in the dictionary for the pronunciation of such as are new words.

tare	gar' ish	tear	fair' y
bare	hare bell	wear	chair man
blare	par ing	bear	hair
care' ful	their	pear	mo hair
dar ing	where	cairn	glair
far ing	there	lair	mare
fare well'	heir	pare	care ful ly

The common equivalents of â are âi and eâ; ei, e, and ây are rarely used.

LESSON 16

REVIEW

flakes	falls	cat a ract	cra dle
shakes	chas ing	dis grace	la dles
spade	rac ing	de range	break
made	in fant	ex change	steak
shapes	ba ker	pro fane	skein
grace ful	ban ter	plan et	might
prey	por trait	con vey	cro chet
whey	be wail	de cay	rein deer
gauge	ab stain	rai ment	grey hound
sward	aw ful	ap ron	mack er el
ab bey	as tound	all spice	pil lar
an chor	drag on	knap sack	cham ois
chasm	wrap per	wran gle	cham pagne
land scape	mead ow	lamb kin	raf ters
herb age	meas ure	scam per	daugh ter
al ways	daw dle	fau cet	sep a rate
al der	brawl er	for feit	quar ter
al ready	pau per	mo hair	neigh bor
au tumn	saun ter	care ful	gui tar
auc tion	par ent	fare well	gar ish
speak ing	splen dor	beau ti ful	ten der ly
squeak ing	ech oes	grace ful	laz i ly
shriek ing	colonel	doubt ful	jui cy
sleep ing	sail or	hare bell	cor rect ly

LESSON 17

THE USE OF THE DICTIONARY (Continued)

Section I

ACCENT AND ACCENTING

Pronounce these words slowly :

man' ner	can' non	drag' on	syl' la ble
ca noe'	a bun' dant	pur sue'	for get' ful
	col' umn	de feat'	

Note the syllable in each word that receives the principal force of voice in pronouncing.

Accent is the superior force of voice given to a syllable in pronunciation.

The *accent mark* is a short oblique line used to indicate the accented syllable.

Some words have an accent on more than one syllable. In this case the heavier mark indicates the stronger accent, as cor' re spond' ent.

The dictionary, by the use of the accent mark, shows what syllable or syllables in a word are accented in pronunciation.

In unaccented syllables ending in a consonant, a single vowel generally has its short sound. Often, however, the usual sound is changed to one more easily pronounced, as in *honor*, *mortal*.

Section II

Write the following words with the appropriate accent as indicated in the dictionary:

dan de li on	ge ra ni um	mar i gold
pan sies	car na tion	col um bine
hick o ry	wood bine	mis tle toe
ca the dral	mu se um	fac to ry

Section III

WORDS USED AS NOUNS AND AS VERBS

Indicate the proper accent after reference to the dictionary:

ac cent	de sert	im press
ac cent	des ert	im press
ce ment	per fume	pro duce
cem ent	per fume	prod uce
con test	es say	sub ject
con test	es say	sub ject

Section IV

Write from dictation:

1. The blare of trumpets ushered in the fray.
2. Cairns are heaps of stones.
3. No trace of the daring sailor was found.
4. "And fairy harebells grace the cliff."
5. There is the place where their farewells were said.

LESSON 18

THE USE OF THE DICTIONARY (Continued)

Section I

Find the following words in the dictionary and note their pronunciation. Syllabify them and place accent mark correctly.

about	above	across	absence	accept
account	action	active	acid	actor
address	admire	adult	advance	affair
afloat	against	again	agate	agent
airy	alarm	album	alley	allow

Section II

Arrange the following words in columns by groups.

Mark \bar{a} , \check{a} , \ddot{a} , $\underset{\cdot}{a}$, \acute{a} , and \hat{a} and their equivalents. Consult the dictionary, when necessary, for pronunciation.

a. ache, badge, calf, daunt, faint, gape, haunt, jail, lack, match, parch, quaff, scald, scar, scare, scarce, scalp, tack, thwart, thatch, track, thrash, vault, vast, waltz, yawn.

b. add, ah, aid, bath, barge, calm, catch, chance, dawn, farce, gauze, gaunt, glass, gnaw, jar, jaunt, last, lance, laugh, patch, scrap, scratch, shrank, twang.

c. arch, bask, batch, branch, chalk, chase, clasp, claim, craunch, crash, grass, snatch, sprang, space, spasm, stanch, starve, swear, sward, wear, wart, whale, wrath, yawl.

Section III

Mark all the a sounds in the following stanza:

THE FARMYARD

“Into the yard the farmer goes,
With grateful heart at the close of day;
Harness and chain are hung away;
In the wagon-shed stand yoke and plow;
The straw’s in the stack, the hay in the mow,
And the whinnying mare her master knows,
When into the yard the farmer goes.”

LESSON 19

THE USE OF THE DICTIONARY (Continued)

MEANINGS OF WORDS

Section I

1. This *brand* of flour is stamped XXX.
2. Each mustang had a *brand* upon his flank.
3. “While with set teeth and clenched hand
And eyes that glowed like fiery *brand*, —”
4. “The fisherman forsook the strand,
The swarthy smith took dirk and *brand*.”

In each of the above examples the word *brand* has a different meaning.

In the first sentence it means a kind or quality ; in the second it signifies a mark burned into the skin with a hot iron ; in the third it denotes a burning piece of wood ; and in the fourth it means a kind of sword, so called from its glittering brightness.

Section II

In our language the same word may have several different meanings. If we did not sometimes use the same word to express different ideas, the number of words in common use would be more than doubled.

You will find in your dictionary the different meanings that a word has. When you are searching for the meaning of a certain word, you must be sure to get the right one.

The dictionary gives us the meanings of words. Different meanings of the same word are also given, arranged in the order of their most common and important uses.

Find in your dictionary three different meanings of each of the following words, and construct sentences illustrating the use of each :

bay lay wave brake court

Section III

Find in the dictionary the significations of the following names :

Bertha	Bridget	Flora	David	Dennis	Ernest
Blanche	Eunice	Frances	Daniel	Edgar	Francis

LESSON 20

HOMONYMS

Section I

A Homonym is a word that has the same sound as another word but differs from that other word in meaning.

Many homonyms differ in spelling as well as in meaning.

grate . . to rub roughly.

great . . large, noble.

base . . a foundation.

bass . . a part in music.

pale . . not ruddy or fresh in color.

pail . . . an open vessel for liquids.

main . . the most important.

mane . . the long hair on the neck of an animal.

beech . . a kind of tree.

beach . . a sandy shore.

climb . . to mount, generally by using hands and feet.

clime . . a climate; the kind of temperature.

peer . . . an equal; a nobleman.

pier . . . the support of an arch; a wharf.

slay . . . to kill.

sleigh . . a vehicle.

steak . . a slice of meat.

stake . . a post.

Construct sentences in which each of these homonyms is used correctly.

Without referring to the book, see if you can define each.

Section II

Write from dictation :

1. *Here* the *eight* men *stayed* and *ate* their dinner.
2. Come *here* and *hear* the story of the battle.
3. I bade you *to be frank* at all times.
4. *Two bees* *flew* straight into the *plum* tree.
5. A *franc* is worth about twenty *cents*.
6. The *ball* was *sent* flying into the *air*.
7. The *scent* of the musk is *too* strong.
8. The chimney-*flue* is not perfectly *plumb*.
9. When he's hungry, the ill-*bred* *bawls* for *bread*.
10. He is *heir* to the property of a *staid* old man.

Select the homonyms in this section, and arrange in groups.

Oh, a dainty plant is the ivy green,

That creepeth o'er ruins old!

On right choice food are his meals, I ween,

In his cell so lone and cold.

The walls must be crumbled, the stones decayed,

To pleasure his dainty whim;

And the mouldering dust that years have made

Is a merry meal for him.

Creeping where no life is seen,

A rare old plant is the ivy green.

DICKENS.

LESSON 21

HOMONYMS (Continued)

Section I

Write from dictation :

1. They *laid* his body on a *rude bier* and *bore* it toward the *beach*.
2. The sharp tusks of the *boar* gore the sides of the hound.
3. A *rood* from the *moat* is the *red gate* of the *lane*.
4. I have *lain* and *read* for hours beneath the *beech*.
5. They *lade* the wagon with barrels of *beer*.
6. *Motes* float *high* o'er our heads.
7. Merrily we *hie* away.
8. The old man's *gait* is slow and painful.
9. The *whole* troop of children followed the piper into the *hole* in the mountain side.
10. These *crews* have just returned from a long *cruise*.

Select the homonyms and arrange in groups.

Section II

Write from dictation :

1. Captain Brown is the *senior* officer of the *fort*.
2. A *leak* in the dike was stopped *by* the watchman.
3. We *heard* of the *sale* of a *herd* in the stockyard to-day.
4. The ships *weigh* anchor and *sail* down the bay on their *way* to foreign lands.
5. The Sultan of Turkey has the title of Grand *Seignior*.

6. His *forte* was melody-singing.
7. We *buy leeks* for a small sum.
8. A piece of *canvas* was spread over the *calender*.
9. If we may believe the *calendar*, snow will fall on the twenty-first.
10. *Canvass* the town and secure as many votes as possible.
11. Longfellow wrote the "Tales of a Wayside *Inn*."
12. The *lean* lawyer secured a mechanic's *lien* on the new factory for the builder.

Select the homonyms and arrange in groups.

Section III

Write from dictation:

1. Woodchucks *burrow* underneath the *roots* of apple trees.
2. His *route* led through the *borough* in the *vale*.
3. The maid wore a *coarse veil* of *blue*.
4. Of *course* our progress was slow, as the wind *blew* directly in our faces.
5. "He went and *told* the sexton and the sexton *told* the *bell*."
6. The *belle* was *vain* and haughty.
7. Weather-*vanes* tell which way the wind blows.
8. My *mantle* was laid upon the *mantel*.
9. I *mean* to cultivate a graceful *mien*.
10. We *see* the *sea* from this cliff.
11. *Marshal* Ney was Napoleon's greatest cavalry officer.
12. The *colonel* had a determined and *martial* air.
13. The mice were rattling the *kernels* of corn.

Select the homonyms and arrange in groups.

LESSON 22

LONG *E* AND SHORT *E*

Section I

The evil that men do lives after them.

SHAKESPEARE.

Note the sound of *e* in *evil*. This is the long sound of *e*. Use the macron to indicate it; thus, *ē*.

Sound the e in men and in them.

In these two words appears the short sound of *e*. Use the breve to indicate this sound; thus, *ě*.

Write as dictated by the teacher. Arrange italicized words in a column. Mark ē and ě.

1. A wondrous *scene* spread out *before* them.
2. The pigeon's *nest* is built *well*.
3. It is on the *edge* of the *belfry* beneath the Old South *bell*.
4. The *present moment* is all that we surely *possess*.
5. Through the *secretary's* fault the *scheme* failed.

Section II

DICTIONARY WORK

Copy the following words and syllabify them as you write. Use the accent mark. Mark ē and ě.

stretch	rivulet	mediate	felon
cement	Esau	cede	hero
hatchet	lever	belch	genius

belle	even	center	geode
egress	edge	central	peony
exit	elves	empire	gesture
elbow	employ	enthrall	hemisphere
endure	emu	ensconce	hexagon

LESSON 23

Section I

Copy the following stanza and mark the long e:

“Round purple peaks
It sails, and seeks
Blue inlets and their crystal creeks,
Where high rocks throw,
Through deeps below,
A duplicated golden glow.”

Section II

Read carefully:

THE BELLS

Hear the sledges with the bells —
Silver bells —
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle

Section II

Write the following sentences. Select words containing equivalents of ě. Mark each equivalent with the proper sign.

1. At his death, many friends attended his burial.
2. The leopard sprang at the throat of the heifer.
3. Marguerite says that you are guessing.
4. Again and again the Americans stormed the heights.
5. Oranges have leathery rinds.

The common equivalent of short e is ěa; in rare use are ěi, ěo, ěě, ai, a, and ue.

Section III

Write from dictation. Arrange words containing equivalents of ē or ě in columns and mark each equivalent.

1. The peal of bells cheers the hearts of the listeners.
2. A well-bred boy pleases every one he meets.
3. Jean was out at the break of day, selling her berries through the city.
4. By means of threats their peace was broken.
5. Sheep sometimes freeze on the bleak hillside.

WILD FLOWERS

I know a bank whereon the wild thyme blows,
Where ox-lips and the nodding violet grows;
Quite over-canopied with lush woodbine,
With sweet musk-roses, and with eglantine.

SHAKESPEARE.

LESSON 25

Section I

EQUIVALENTS OF LONG *E*

ap pease	be neath	dis ease	sheath
ap peal	be queath	en treat	smear
ap pear	be speak	in crease	speak
ar rears	be reave	mal treat	teach
beard	con ceal	re peat	re al
bleak	de mean	re treat	mere
bleach	de crease	re lease	yeast
con ceit	per ceive	pro ceed	be seech
con ceive	re ceipt	be tween	dis creet
de ceit	lei sure	ca reen	ex ceed
de ceive	sei zure	tu reen	suc ceed

EQUIVALENTS OF SHORT *E*

breath	cleanse	feath er	pleas ant
breadth	dealt	leath er	spread
break fast	dread	weath er	stealth
thread	threat	jeal ous	wealth

Section II

Write from dictation:

1. The preacher was deaf to the pleas of his friends.
2. A piece of bread lay near the screen.
3. Each said that he had not the least dread of death.

4. On the leaf of the table rested a sheaf of wheat.
5. The lead was heaved to find the depth of the sea.
6. A fleece of wool is cleansed by squeezing it in water.
7. I never dreamt of meeting your friend in a cell.
8. Through lying and cheating, the poor man's property was wrested from him.

Select from the above sentences all words containing the equivalents of ē and ě. Arrange in columns and mark these equivalents.

LESSON 26

E BEFORE *R*

Section I

Pronounce the italicized words in the following sentence :

The *ferns* grew on the *verge* of the glen.

There are a few words in which *e* before *r* appears with a peculiar sound occasioned by its relation with a following *r*. It is a sound between that of *u* in *turn* and *ě*, and is somewhat difficult to utter correctly.

It is marked thus, *ě*. The mark used is the *cir'cumflex*.

NOTE. — "A majority of English-speaking people," says Webster, "make no distinction between *ě* and *û*."

a vert	in sert	mer cy	per vert
con cert	in vert	per fect	per form
ex pert	her mit	pre fer	ser pent

Section II

Write from dictation. Mark ã in italicized words.

1. The most important words in our language are nouns and verbs.
2. A *Persian* monk is *termed* a *Dervish*.
3. *Fertile, verdant* fields stretched as far as the eye could see.
4. *Perhaps* you can *persuade her* to do right.
5. *Vertical* lines point to the zenith.

Section III

Find in the dictionary the significations of the following names :

Celia	Edith	Elias	Enoch
Delia	Ellen	Elihu	George
Dorcas	Eliza	Ezra	Gilbert

LESSON 27

EQUIVALENTS OF Ë

Section I

*Copy these words, marking ã and the equivalents of ã.
Learn to spell and to pronounce them correctly.
Find in the dictionary the words italicized.*

her' mit	scourge	con verse'	girth
hearse	ver' dict	worm' wood	worse
earth	vir' tue	sir' loin	germ
myr' tle	ver be' na	sur' name	urge
herb	ver' sion	twirl	jerk
worm	ver' min	thir teen'	birth
world	ver' tex	third	dearth
worth	ver' ti cal	mirth' ful	herd
world' ly	ver' bal	thirst' y	merge
wor' ship	e merge'	skir' mish	verge

The common equivalents of e are ù, ì, ò, òu, and ēa ; in rare use ÿ.

Section II

Write the following lines from dictation, and indicate the sounds of the vowels by their proper marks so far as you have learned them :

Still memory to the gray-haired man
 That sweet child face is showing.
 Dear girl! the grasses on her grave
 Have forty years been growing.

He lives to learn, in life's hard school,
 How few who pass above him
 Lament their triumphs and his loss,
 Like her, — because they love him.

WHITTIER.

Section III

Find the significations of the following names :

Helen	Isabel	Henry	Isaac
Hester	Judith	Herbert	Jerome
Hulda	Julia	Hiram	Joseph

LESSON 28

HOMONYMS (Continued)

Section I

Learn to write and to define :

dear . . beloved.	cere . . to cover with wax.
deer . . a wild animal.	sear . . to wither.
	seer . . a prophet.
earn . . to gain by work.	
urn . . a kind of vase.	sweet . . sugary.
	suite . . a set of rooms.
meet . . to come together.	
meat . . flesh used as food.	yoke . . to join.
mete . . measure.	yolk . . part of an egg.
feign . . pretend.	bear . . to carry.
fain . . gladly.	bare . . naked.
fane . . a temple.	bear . . an animal.

Write sentences containing these homonyms.

Section II

Write from dictation :

1. The bull *gored* the ox.
2. A *pair* of *gourds* climbed to the top of a *pear* tree.
3. There has been a decided *rise* in the price of *rice*.
4. To *pare* apples *one* needs a sharp knife.
5. We *won* the race, amid the cheers of the crowd.
6. A *liar* *needs* to have a good memory.
7. Mary *kneads* *dough* for bread.
8. The *lyre* is an ancient musical instrument.
9. "Close in her covert cowers the *doe*."
10. *Do*, a musical term.
11. John stands at the head of the *stairs* and *stares* at the people as they ascend.
12. "Or that the Everlasting had not fixed His *canon* 'gainst self slaughter."
13. A modern rifled *cannon* will throw a shot a dozen miles or more.

Select the homonyms and arrange in groups.

Section III

Find the significations of the following names :

Laura	Mabel	Louis	Nathan
Lilian	Maria	Luther	Oliver
Louisa	Martha	Martin	Patrick
Lydia	Mary	Moses	Philip

LESSON 29

REVIEW

ac cent	crys tal line	man tel	se crete
ac cept	daunt	Mar gue rite	scene
ab sence	dearth	mel o dy	scheme
ad dress	de sert	mete	scourge
as cend	de light	meas ure	seign ior
a gainst	de ceive	mer ri ment	sec re tary
beach	der vish	mul ber ry	siege
be calm	du pli cate	myr tle	sleigh
be seech	e clipse	mign on ette	sledges
be queath	en sconce	Persian	suite
bor ough	fer tile	per vert	sir loin
bur i al	gauze	per ceive	sur name
bur row	gen ius	per suade	stan za
ca noe	ge om e try	pique	syl la ble
can vas	gnaw	pig eon	thatch
ca ress	gourds	plumb	thwart
cal en dar	haugh ty	pleas ant	tri umphs
col umn	hearse	pos sess	tin tin nab u la tion
con cern	hex a gon	proph et	ver ti cal
cruise	in sert	pur sue	vir tue
cleanse	jeal ous	re ceive	won drous
clench ed	kneads	re lease	wrest ed
crys tal	leop ard	res i nous	zen ith

LESSON 30

CONTRACTIONS

Section I

1. 'Twas late and they'd a long way to go.
2. It was late and they had a long way to go.

'Twas and they'd are words made by omitting a letter or letters. They are called Contractions.

Copy the following sentences, writing the complete word or words in place of the contractions in each:

1. They've proceeded to the town, where they'll tarry for the night.
2. Won't you return if it does n't rain?
3. We'll ne'er give up till we've been conquered.
4. 'Tis plain that he did n't think 't was so late.
5. Could n't you give me a recommendation?

Section II

Copy these sentences and place instead of the italicized words contractions:

1. *He will* never reach the shore.
2. *She will* come, but *they will* be gone.
3. *Are not* you to precede me?
4. *Did not* John supersede William?
5. *I have* sailed the waters.

Section III

Write the word or words from which the following contractions are formed:

who'd	can't	you've	they're	o'er
have n't	don't	we've	would n't	e'er
where's	I'm	you'll	is n't	won't
has n't	I'll	he's	't were	't is
we'd	I've	she's	't will	were n't

LESSON 31

SHORT I AND LONG I

Section I

Short I

“Far, vague, and dim,
 The mountains swim;
 While on Vesuvius' misty brim,
 With outstretched hands,
 The gray smoke stands
 O'erlooking the volcanic lands.”

Long I

“The day so mild
 Is Heaven's own child,
 With earth and ocean reconciled:
 The airs I feel
 Around me steal
 Are murmuring to the murmuring keel.”

Sound the long i and the short i in each word. Use the macron and the breve to indicate these sounds, as with other vowels.

Section II

Write from dictation :

1. The *mill*er lives *simply* in his *cottage*.
2. *Fifty* *city* people came down the *river* on a *picnic*.
3. A little *silken* *slipper* fitted her *tiny* foot.
4. They *greeted* their *friends* with *surprise* and *delight*.
5. *Iron* is the most useful metal.
6. Faint *lines* *brighten* the corolla of the "*Spring Beauty*."
7. I *highly* *prize* your generous *gift*.
8. Your *knife* is not *quite* sharp enough.
9. *Blithe* voices answered from the wood.

*Arrange italicized words in this section in columns.
Syllabify all words of more than one syllable.
Mark \bar{i} and \acute{i} wherever found.*

Section III

*Learn the spelling of the following words.
Find in the dictionary such as are italicized.*

ninth	script	<i>wisp</i>	<i>singe</i>
<i>nymph</i>	bride	fright	guile
thrice	twitch	flight	quince
squint	scythe	<i>plight</i>	<i>sphinx</i>
rinse	crime	<i>chink</i>	<i>myth</i>

<i>thrift</i>	<i>lithe</i>	<i>syolph</i>	<i>guise</i>
<i>glide</i>	<i>whisk</i>	<i>lymph</i>	<i>tithe</i>
<i>guilt</i>	<i>style</i>	<i>build</i>	<i>wince</i>
<i>whiff</i>	<i>brine</i>	<i>tight</i>	<i>chintz</i>
<i>sixth</i>	<i>thigh</i>	<i>blight</i>	<i>thrive</i>

LESSON 32

EQUIVALENTS OF \bar{i} AND \check{i}

Section I

1. Our guide tied the skiff to a tree.
2. From the height a beautiful view met the eye.
3. The aisle of the church was crowded.
4. Near by were extensive fields of rye.
5. Money cannot buy this old lyre.

The common equivalents of \bar{i} are \bar{ie} , ui , $e\bar{i}$, \bar{y} , and $\bar{y}e$; in rare use are $u\bar{y}$, $e\bar{y}e$, $a\bar{i}$, and $e\bar{y}$. *Write these sentences and mark all combinations having the long \bar{i} sound.*

Section II

<i>drift ing</i>	<i>crys tal</i>	<i>grip</i>	<i>sys tem</i>
<i>print er</i>	<i>kit ten</i>	<i>knit</i>	<i>sym pa thy</i>
<i>fish hook</i>	<i>mys tic</i>	<i>sym bol</i>	<i>vil lain</i>
<i>glit ter</i>	<i>mys ter y</i>	<i>syl van</i>	<i>pyg my</i>

1. Where have you been, Richard?
2. A pretty English lass waited on the table.
3. A guinea is an English gold coin.

4. The finest of the flour passed through the meshes of the sieve.
5. Busy women spun the cotton threads.
6. No one can tell the mischiefs which result to a community from a tattling disposition.

The common equivalents of *ī* are *ŷ*, and *uī*; in rare use are *oi*, *ea*, *eī*, *o*, *ee*, *e*, *u*, *ie*, and *eŷ*.

Write the above sentences and mark each substitute for ī.

Section III

Read the following stanzas:

DRIFTING

The fisher's child
With tresses wild
On to the smooth, bright sand beguiled,
With glowing lips
Sings as she skips,
Or gazes at the far-off ships.

O happy ship,
To rise and dip,
With the blue crystal at your lip!
O happy crew,
My heart with you
Sails, and sails, and sings anew!

THOMAS BUCHANAN READ.

NOTE.—Count the number of *i* sounds in this poem.

LESSON 33

HOMONYMS (Continued)

Section I

Learn to write and to define:

freeze . . to congeal. eye let . . a small hole.
frieze . . a woolen cloth. islet . . . a small island.

brood . . . young ones.

brewed . . past tense of *brew*.

borne . . . carried.

bourn . . . a boundary.

gild to make golden.

guild . . . a society.

in dite . . to write.

in dict . . to accuse.

aught . . . anything.

ought . . . bound by duty.

ce re al . . any edible grain.

se ri al . . belonging to a series.

choir . . . a group of singers.

quire . . . twenty-four sheets.

tacks . . . little nails.

tax a levy.

Write sentences containing these homonyms.

Section II

Write from dictation:

1. She can *sew* so well that her mother is highly pleased.
2. The bells *peal* forth the knell of the dying year.
3. Theodore *sows beet* seed in the garden.
4. A bit of orange *peel* lay on the sidewalk.
5. I *find* that it is hard work to *beat* this heavy carpet.
6. The debtor was *fined*, refused *bail*, and was shut in a *cell*.
7. *Sell* the *bales* of cotton at a low figure.
8. That which you *wrote* *lacks* originality.
9. He learns all his songs by *rote* and in a *lax* manner.

Select the homonyms and arrange in groups.

LESSON 34

HOMONYMS (Continued)

Section I

Learn to write and to define:

breach . . a quarrel.	oar . . . a paddle.
breech . . part of a gun.	ore . . . a mineral.
groan . . a deep sigh.	o'er . . . over.
grown . . increased.	peek . . to peep.
lapse . . . to pass.	peak . . a point.
laps . . . plural of lap.	perique . . anger.
rye a grain.	style . . manner.
wry . . . twisted.	stile . . . steps.

Write sentences containing these homonyms.

Section II

Write from dictation :

1. The heavy *seas* seize the *rowboat* and dash it upon the rocks.
2. The sixth *corps* has *done* its duty.
3. The *dun roe* sees the hunter and *flees*.
4. An apple *core* lay on the *plate* on the flour barrel.
5. A lively *flea* skipped about in the *sun*.
6. My *son*, *waste* not and you will not want.
7. A *plait* was laid in the *waist* of her new dress.
8. Down dashed the *boulder* into the torrent.
9. To the west a *bolder* cliff was seen.
10. The children *peer* through the darkness as the steamer nears the *pier*.

Select the homonyms and arrange in groups.

LESSON 35

LONG O AND SHORT O

Section I

“All that glisters is not gold.”

Sound the o in gold and the o in not.

Mark the o in gold with the macron as long o, and the o in not with the breve as short o.

Arrange these words in columns, marking ō and ȝ as you write each word :

rov ing, swollen, blossom, knocked, knobs, Lot tie,
 ox en, *ot ter*, soda, yolk, folks, *domes*, dollar, *mo roc co*,
 dodg ing, *copse*, hop ping, drop ping, fol low, *gross*, ghost,
 lodg ing, notch ing, *bog gy*, for got ten, whole some, lone ly,
 hop ing, to-mor row, *lex i con*, sor row, sol id, blot ter,
 trod den, lo cust, bot tle, hot test, *jo vi al*, no ble, home,
 Oc to ber, *sol emn*, oc ca sion, prompt, *oc tave*, trop ic,
 po et.

Find in the dictionary the meanings of such of these words as are italicized.

Section II

SNOW SONG

Over valley, over hill,
 Hark the shepherd piping shrill!
 Driving all the white flocks forth
 From the far folds of the north.

Blow, wind, blow:

Weird the melodies you play
 Following your flocks that go
 Across the world to-day.

F. D. SHERMAN.

Find the significations of the following names:

Miriam	Susan	Reuben	Samuel
Rachel	Sophia	Richard	Stephen
Ruth	Sarah	Robert	Thomas
Rebecca	Phoebe	Rufus	William

LESSON 36

EQUIVALENTS OF \bar{o} AND \check{o}

Section I

Write from dictation and mark equivalents of \bar{o} and \check{o} :

broach	gourd	door step
clothe	source	hoe ing
ap proach	shoul der	foe man
en croach	shal low	yeo man
be stow	spar row	bourne

1. They stood by the cabin door watching the shoal of fish.
2. The seed was sown from a small gourd.
3. She sewed till midnight to keep from starving.
4. Knowledge is the foe of ignorance.
5. The beau was dressed with the utmost care.

The common equivalents of \bar{o} are $\bar{o}a$, $\bar{o}w$, $\bar{o}u$, $\bar{o}o$, and $\bar{o}e$; in rare use are eau , ew , and au .

Section II

The common equivalent of \check{o} is a , as found in the following words:

wash	wan ton	wad dle
wand	wan der	wal low
watch	squan der	war rant
swamp	squad ron	qual i ty
squash	squal id	quar rel

Section III

Read the following sentences.

Write them from dictation.

Select the words therein, in which the new sound of a appears, and construct sentences of your own containing these words.

1. The dog's chaps were besmeared with blood.
2. What was the trouble in the Indian's wigwam?
3. This grass is warranted to be of fine quality.
4. The wanton wind played with the leaves.
5. "Whatsoever thy hand findeth to do, do it with thy might."

LESSON 37

HOMONYMS (Continued)

Section I

Learn to write and to define:

rap to hit.	ring . . . an ornament.
wrap . . . to enfold.	wring . . to twist.
choose . . to select.	tear . . . to rend.
chews . . does chew.	tare . . . a weed.
cite . . . to call.	ber ry . . a fruit.
sight . . . view.	bur y . . to inter.
site . . . situation.	fawn . . . to flatter.
hail . . . to greet.	faun . . . a woodland deity.
hail . . . frozen rain.	adds . . . puts together.
hale . . . hearty.	adze . . . a tool.

Use these homonyms in sentences.

Section II

1. The *hose* are worth one dollar a pair.
2. Marshal *hoes* the *piece* of corn twice a *week*.
3. *Peace* was declared, as every one *knows*.
4. Our dog held a *piece* of meat between his *paws*.
5. Let us *pause* before we go any higher.
6. Betwixt *nose* and eyes a contest arose.
7. He *tracked* the deer through the pathless wilds.
8. *Tracts* were distributed among the poor.
9. We must not *bow* down to an *idol*.
10. The *idle* wind swung the *bough* back and forth.

Select the homonyms and arrange in groups.

LESSON 38

THE USE OF THE DICTIONARY (Continued)

Section I

DIFFERENT USES OF THE SAME WORD

Read and copy :

1. The road was *long*.
2. That happened *long* after the fall of Rome.
3. I *long* for the green fields.

The word *long* has a different meaning in each of these sentences. In the first sentence it is used as an adjective ; in the second, as an adverb ; in the third, as a verb.

Immediately following a word as printed in the dictionary you will find an initial letter, generally italicized.

This letter indicates the part of speech of the word defined. A word may be used as several parts of speech, and the dictionary, if a complete one, gives a definition of each. If the word is used as more than one part of speech, an initial letter precedes each definition.

See in the dictionary that the word *long*, as used in the first sentence, is preceded by *a.*; as used in the second sentence, by *adv.*; and as used in the third sentence, by *v.i.* (The *t.* or *i.* following *v.* indicates that the verb is transitive or intransitive.)

Section II

Determine from its use the part of speech of the word comb in each of the following sentences. Search in the dictionary for the meaning of the word in each sentence under the initial of the part of speech you have selected.

1. The boat rested on the comb of the wave.
2. Each cell of the comb was filled with nectar.
3. Elsie will comb her tangled locks.
4. The waves comb over and break with a white foam.
5. As he crowed, his comb grew scarlet.

Section III

Words used as nouns and as verbs:

ac cent	des ert	cem ent	per fume
ac cent	de sert	ce ment	per fume
a ward	re call	sup port	haunts

LESSON 39

LONG OO AND SHORT OO

Section I

As they *looked*, the *moon* rose over the steeple.

Sound the oo in moon, and the oo in looked.

Mark this sound in moon with the macron, and in looked with the breve.

Write from dictation, marking each oo with macron or breve:

1. Wool is smoother to the touch than cotton.
2. The brook danced toward the foot of the mountain.
3. Cocoons are spun by caterpillars.
4. The wind shook the drops of water from the branches.

ba boon	poo dle	soothe	re proof
bride groom	groove	woo er	sham poo
brook	stood	wood	a foot
crook	shook	wool	for sook

Section II

THE BAREFOOT BOY

Blessings on thee, little man,
 Barefoot boy with cheek of tan!
 With thy turned-up pantaloons,
 And thy merry whistled tunes;

With thy red lips redder still
 Kissed by strawberries on the hill:
 With the sunshine on thy face,
 Through thy torn brim's jaunty grace:
 From my heart I wish thee joy, —
 I was once a barefoot boy.

WHITTIER.

LESSON 40

EQUIVALENTS OF \overline{oo} AND $\overset{\circ}{oo}$

Section I

Write from dictation and mark equivalents of \overline{oo} and $\overset{\circ}{oo}$:

1. We started in our canoes for a cruise down the river.
2. The angry bull drew near the group of children.
3. You should be true to every trust.
4. Do you not suffer from rheumatism?
5. She clasped her babe to her bosom.
6. "Old year, we'll dearly rue for you."

The common equivalents of \overline{oo} are ou, o, u, ui, ue, and ew; in rare use are u, eu, and oe.

The common equivalent of $\overset{\circ}{oo}$ is u; in rare use are o and ou.

rule

bru nette

fruit

ap prove

re prove

im prove

dis prove

re move

through

rouge

pull

brew

LESSON 41

LONG *U* AND SHORT *U*

Section I

The music of the orchestra was *much* enjoyed.

The *u* in *music* marked *ū*, and the *u* in *much* marked *u*, represent the long and the short sounds of this vowel.

a muse	flu id	glob ule	stu pid
a buse	flu ent	cos tume	stu dent
as tute	hu mid	con fuse	se cure
ex cuse	hu man	con sume	ob scure
ex clude	lu nar	pre sume	en dure

Section II

Write the following sentences and mark *u* in italicized words :

1. A *number* of *ducklings* tumbled into the gutter.
2. *Pumpkins*, *cucumbers*, and *currants* grew in the garden.
3. *Muffled* thunder was heard in the distance.
4. *Locusts* whirled through the air, and butterflies *fluttered* among the *rushes*.
5. I *must* *excuse* what cannot be amended.
6. Evil *communications* *corrupt* good manners.
7. "And now advance in saintly *jubilee*
Justice and *Truth*! They too have heard thy spell,
They too obey thy name, divinest Liberty!"

Section III

Syllabify and accent the words italicized in Section II. Syllabify, accent, and mark u in each of the following :

procure	begun	button	budget
insult	supper	bubble	bureau
instruct	conductor	bugle	excuse
sulphur	buckwheat	refuse	judgment
unfurled	endure	instruct	buffalo
reduce	azure	drummer	custom

When freedom from her mountain height
 Unfurled her standard to the air,
 She tore the azure robe of night,
 And set the stars of glory there.

DRAKE.

LESSON 42

EQUIVALENTS OF LONG *U* AND SHORT *U*

Section I

Mark the equivalents of ū and ũ in the italicized words in the following :

1. *Young blood* is full of *wonder*.
2. *Does not the beauty* of the *view* charm *you*?
3. He bade *adieu* to all who *knew* him.
4. *Ultramarine* is the standard *blue*.
5. *Bruised* and torn hands resulted from the fall.

The common equivalents of ū are ew, ūe, and eū; in rare use are ūi, ieu, and iew.

The common equivalents of ŭ are o and oŭ; in rare use are ōo, ōe, ōi, and eŏ.

beau ty	neu tral	pew ter	mil dew
beau ti ful	neu ter	stew ard	re new

Section II

a bove	cov et	com bat	pur pose
a mong	com fort	doz en	slov en
col or	come ly	noth ing	won der
cou ple	dou ble	mon strous	pi ous
coun try	flour ish	won drous	trou ble
cum brous	ner vous	pom pous	south ern
griev ous	nour ish	por ous	

In a final syllable o often has the sound of short u.

at om	ran som	sec ond	ma tron
fel on	sel dom	pi lot	hill ock
cus tom	drag on	pis tol	ham mock

Sometimes or sounds like ur.

ar bor	o dor	cap tor	clam or
har bor	ma jor	vic tor	fa vor
la bor	ten or	traï tor	fla vor

LESSON 43

Pronounce each word in each of the divisions of this lesson. Write the words of each group from dictation and mark each vowel sound.

I

vāgue, mās̄k, hāre, bālk, glānce, pālm, pāll, flāx, shārk, lāde, grāsp, scāre, scārf, mās̄nse, wāre, āte, māll, frānc, flāre, bāld, grāss, stārch, grānd, mās̄le, mās̄tch, pās̄re, fāre, gās̄p, gāll, hāle.

II

sērgē, dwēll, cēde, strēngth, tērse, mērgē, swēpt, sēnse, Al bērt, strētch, sēre, Eu gēne, lēngth, gērm, ghēr kin, mēte, tērm, tērn, mēre, sērf, sēr vice, plēdge, Gēr man, sēr vant.

III

brōnze, rōv er, clōth, mōp ing, dōdge, knōck, bōde, knōt, nōtch, prōmpt, scōff, gō ing, lōdge, blōtch, mōth, cōde, lōde, frōst.

IV

tīme, tīe, mīnce, stīll, prīce, glīde, kīll, kīln, squīre, fīlth, grīpe, glīmpse, flīght, mīdst, pīnch, whīff, crīme, brīne, pītch.

V

nŭdġe, mŭ sic, mŭs tache, nŭn ner y, mŭ ci lage, mŭl-ber ry, nŭp tial, mŭs cle, nŭġ get, nŭ mer al, mŭl ti ple, mŭd dle, mŭ ti ny, nŭt meg, mŭf fin, nŭ mer ous, mŭf fle, mŭ tu al, rŭn ning.

VI

oŭze, spŭok, shŭok, nŭose, spŭol, brŭok, sŭothe, spŭon, sŭoth, nŭok, sŭot y, shŭot, tŭoth some, tŭok, tŭot, tŭol, pŭoh, pŭo dle.

LESSON 44

EQUIVALENTS OF VOWELS

In this lesson certain words are given in which appear the equivalents of the pure vowel sounds. The most common equivalents are given first.

Pronounce the words of each group clearly.

Rewrite each group from dictation.

I

ā — hail, bay' o net, feint, gauge, break, cro chet'.

ă — plaid, guar an tee'.

ä — daunt, heart, guar' di an, ser' geant, ba zaar'.

ā — daw' dle, bau' ble, born, thought, a broad', ex traor'-
di na ry.

â — cor' sair, bear, their, there, prayer.

II

- ē — *each*, *meet*, *lei'* *sure*, *cash ier'*, *an tique'*, *key' note*,
peo' ple, *Por tu guese'*, *quay*.
 ě — *thread*, *heif' er*, *ma' ny*, *said*, *friend*, *says*, *bur' i al*.
 ě — *urn*, *first*, *ear' nest*, *myrrh*, *guer' don*.

III

- ī — *fried*, *be guile'*, *ei' der*, *chyle*, *bye*, *buy*, *eye*, *aisle*,
gey' ser.
 ĭ — *sil' ly*, *bis' cuit*, *cer' tain*, *tor' toise*, *mar' riage*, *for' eign*,
wom' en, *been*, *pret' ty*, *bus' y*, *chim' ney*, *sieve*.

IV

- ō — *cloak*, *min' now*, *dough*, *brooch*, *sew*, *yeo' man*.
 ȝ — *chaps* (*chȝps*), *ac knowl' edge*.

V

- ū — *dew*, *ar' gue*, *eu' chre*, *suit*, *a dieu'*, *view*, *beau' ti ful*,
ewe.
 ŭ — *Mon' day*, *dou' ble*, *flood*, *does*, *por' poise*, *fash' ion*,
bludg' eon.

VI

- ōō — *soup*, *ap prove'*, *fruit*, *true*, *grew*, *ca noe'*.
 ȝȝ — *full*, *wolf*, *could*.

LESSON 45

REVIEW

as tute	en croach	mur mur ing	squad ron
blos som	ed i ble	nec tar	soothe
be guiled	frieze	neu ter	steppe
bound a ry	flour ish	neu tral	stu pid
bowl der	gen er ous	nour ish	sphinx
be smeared	glit ters	nymph	sylph
breech	glob ule	ob scure	syl van
bour n	ghost ly	o rig i nal i ty	sys tem
broods	griev ous	pew ter	sym bol
blithe	guin ea	pomp ous	sym pa thy
buf fa lo	heart y	pyg my	syl lab i fy
bu reau	har bor	plan tain	stew ard
budg et	hill ock	pump kins	sul phur
bright en	in dict	quar rel	sur prised
clothe	jaunt y	rinse	swol len
chintz	jo vi al	rec on ciled	tithe
corps	judg ment	rheu ma tism	tracts
come ly	lithe	shep herd	vague
co rol la	lymph	sol emn	vic tor
ce re al	lex i con	se ri al	vil lain
cus tom	lo cust	slov en	won drous
cur rants	ma tron	scythe	whirred
debt or	mys te ry	style	whole some
drag on	mo roc co	squal id	yeo man

LESSON 46

TROUBLESOME VERB FORMS

Section I

I *sink* the stone. I *sank* the stone yesterday. I have *sunk* the stone already.

I *love* my mother. I *loved* my mother then. I have always *loved* my mother.

Some verbs, like *love*, simply add *d* or *ed* to express past time. Others, like *sink*, make a change within the word to express the same thing. Others have but one form to express the time of action.

Section II

Fill the blanks with the right forms of the following verbs :

I —— it now. I —— it last week. I —— just —— it.

buy	catch	choose	cut
beat	begin	bend	bind
bite	bless	blow	break
bring	build	burn	burst
dig	draw	dream	drink
lead	lay	go	bear

Model.—I buy it now. I bought it last week. I have just bought it.

LESSON 47

TROUBLESOME VERB FORMS (Continued)

Section I

Fill the blanks with the correct forms of the following verbs :

I —— it. I —— it last week. I have —— it to-day.

drive	find	freeze	have	hurt
eat	fling	get	hear	keep
feed	fly	give	hide	knit
feel	forget	grind	hit	know
fight	forsake	hang	hold	lay

Section II

Fill the blanks with the correct forms of the following verbs :

They —— now. They —— yesterday. They have —— already.

come	kneel	pass	run	shave
crow	leap	pay	sow	shine
fall	lie	read	see	shoot
flee	lose	ride	send	sing
grow	meet	rise	shake	sit .

Section III

Construct short sentences containing the correct forms of the following verbs used with the pronoun I.

Model. — I *read* as I *walk*. I *read* the book you loaned to me. I have *read* all of Scott's novels.

put	speak	split	stride	sweep
sleep	spell	spoil	strike	swim
slide	spend	spread	string	swing
sow	spill	spring	strive	take
sew	spin	stand	sweat	teach

Section IV

Construct short sentences containing the correct forms of these verbs used with the pronoun they.

Model. — They *swim* against the tide. They *swam* to the opposite shore without accident. They have *swum* until they are exhausted.

tear	tread	wet	write	clothe
tell	wake	win	bet	creep
think	wear	wind	bid	dwell
throw	weave	work	blend	fall
thrust	weep	wring	chide	squeeze

LESSON 48

THE USE OF THE DICTIONARY (Continued)

Find in the dictionary the meaning of each word in each of the following groups.

Write each in a sentence showing its use.

The part of speech is indicated by the abbreviation following the word.

I

roost, <i>n.</i>	really, <i>adv.</i>	skittish, <i>a.</i>	savage, <i>a.</i>
rugged, <i>a.</i>	rigging, <i>n.</i>	skating, <i>v.</i>	swoon, <i>v.</i>
rubbish, <i>n.</i>	success, <i>n.</i>	squeak, <i>v.</i>	swimming, <i>v.</i>
recover, <i>v.</i>	skimming, <i>v.</i>	squeeze, <i>v.</i>	soak, <i>v.</i>
reindeer, <i>n.</i>	shining, <i>v.</i>	squash, <i>n.</i>	sorrow, <i>n.</i>

II

smear, <i>v.</i>	grief, <i>n.</i>	gouge, <i>v.</i>	limb, <i>n.</i>
smother, <i>v.</i>	gather, <i>v.</i>	giraffe, <i>n.</i>	lighten, <i>v.</i>
spaniel, <i>n.</i>	gallop, <i>v.</i>	pluck, <i>n.</i>	latch, <i>n.</i>
glossy, <i>a.</i>	gallant, <i>a.</i>	pretense, <i>n.</i>	auction, <i>n.</i>
grudge, <i>n.</i>	lounge, <i>n.</i>	principal, <i>a.</i>	appear, <i>v.</i>

III

thaw, <i>v.</i>	thoughtless, <i>a.</i>	type, <i>n.</i>	treat, <i>n.</i>
thresh, <i>v.</i>	twilight, <i>n.</i>	tyrant, <i>n.</i>	tread, <i>v.</i>
thief, <i>n.</i>	twelfth, <i>a.</i>	trowel, <i>n.</i>	teach, <i>v.</i>
tossed, <i>v.</i>	touching, <i>a.</i>	travel, <i>v.</i>	cheek, <i>n.</i>
tailor, <i>n.</i>	tanner, <i>n.</i>	treasure, <i>n.</i>	cliff, <i>n.</i>

IV

company, <i>n.</i>	compass, <i>n.</i>	engineer, <i>n.</i>	enemy, <i>n.</i>
cunning, <i>a.</i>	complaint, <i>n.</i>	evening, <i>n.</i>	either, <i>a.</i>
creature, <i>n.</i>	crown, <i>n.</i>	exactly, <i>adv.</i>	effort, <i>n.</i>
cudgel, <i>n.</i>	cataract, <i>n.</i>	venture, <i>n.</i>	variety, <i>n.</i>
coarse, <i>a.</i>	camel, <i>n.</i>	vessels, <i>n.</i>	violin, <i>n.</i>

LESSON 49

COMMON WORDS OFTEN MISSPELLED

Pronounce each word in each group.

Find the meaning of each italicized word.

Spell, syllabify, and accent each word.

I

until	skeleton	feathers	precise
poultry	<i>privilege</i>	banana	<i>prophet</i>
agreeable	almost	<i>sardine</i>	also
college	salary	croquet	shoeing
congeal	<i>lattice</i>	controlled	scenery

II

<i>draught</i>	acre	hiccough	celery
tier	solemn	<i>gaiety</i>	million
wry	licensed	kernel	encourage
wreck	<i>beacon</i>	innocent	eying
sole	mischief	melon	eyelet

III

<i>turmoil</i>	bamboo	orphan
truant	liquor	<i>mantle</i>
<i>nourish</i>	<i>disguise</i>	maize
doubtless	descent	receipt
baggage	mention	wherefore

IV

islet	solemn	pillar
saucer	<i>solder</i>	<i>fibre</i>
seller	courage	<i>pommel</i>
sealed	pewter	citron
<i>sincere</i>	counsel	alley

V

auger	affirm	carrot
<i>circuit</i>	abundance	<i>canvass</i>
parcel	physic	poultice
faucet	<i>canteen</i>	chastise
formerly	changeable	celebrate

VI

cellar	peaceable	absence
<i>precious</i>	pillow	<i>ascent</i>
furnace	chisel	except
already	<i>pinion</i>	<i>parallel</i>
<i>altar</i>	alter	plait

PART II

LESSON 50

CONSONANTS

Section I

All letters which are not vowels, in our alphabet, are classed under the name of *consonants*. There are nineteen consonants besides *w* and *y*, which are consonants when not standing for pure voice sounds.

Nine of these consonants have each but one sound. These are *b*, *h*, *j*, *k*, *l*, *m*, *p*, *t*, and *v*.

Pronounce each word in this list slowly, accenting it properly.

Emphasize the sound of the first consonant in each word.

<i>bon y</i>	<i>kid ney</i>	<i>mag net</i>
<i>bon ny</i>	<i>tun nel</i>	<i>va can cy</i>
<i>jack et</i>	<i>lac quer</i>	<i>tai lor</i>
<i>la bor</i>	<i>ta pir</i>	<i>kink y</i>
<i>vi o let</i>	<i>mea sles</i>	<i>lag gard</i>
<i>mosque</i>	<i>keel son</i>	<i>vac u um</i>
<i>per suade</i>	<i>hid e ous</i>	<i>ven ture</i>
<i>par rot</i>	<i>va grant</i>	<i>tinc ture</i>
<i>hap py</i>	<i>bon net</i>	<i>heaves</i>
<i>Jap a nese</i>	<i>jan i tor</i>	<i>j'in gle</i>

team ster	hedge	leak y	hill ock
pil grim	ker chief	jus tice	kin dred
bor der	pe tro le um	boun ty	lus trous
braid	mag a zine	judge	mag a zine

Section II

Read slowly ; prolong the consonant sounds ; notice their effect, especially that of the letter l.

“He liveth long who liveth well ;
 All else is life but flung away ;
 He liveth longest who can tell
 Of true things truly done each day.”

Read also the following:

LULLABY

Slumber, slumber, little one, now
 The bird is asleep in his nest on the bough,
 The bird is asleep, he has folded his wings,
 And over him softly the dream-fairy sings ;—

“Lullaby, lullaby, lullaby !

Pearls in the deep,
 Stars in the sky,
 Dreams in our sleep,
 So, lullaby !”

FRANK DEMPSTER SHERMAN.

LESSON 51

CONSONANTS (Continued)

Section I

There are nine of the consonants that have two or more sounds. In this class are **c**, **d**, **f**, **g**, **n**, **r**, **s**, **x**, and **z**.

C may be hard or soft. If *hard*, it has the sound of **k**, as in *kept*, and is marked **ƿ**. If *soft*, it has the sound of **s**, as in *sea*, and is marked **ç**. The little mark placed below the **c** to indicate its soft sound is called the *ce dil' la*.

Section II

Mark hard c and soft c in the following words. Consult the dictionary if in doubt as to the pronunciation.

Find the meanings of italicized words in the dictionary.

<i>cra vat</i>	col lar	scarf	cloth ing
cin der	cush ion	cir cle	med i cine
<i>scal lop</i>	<i>cat kin</i>	ci der	<i>clat ter</i>
<i>cleat</i>	<i>e clipse</i>	<i>crev ice</i>	pal ace
in no cent	<i>wince</i>	<i>pi ra cy</i>	<i>par cel</i>
cre dit	fac tion	cit i zen	cy cle
call ing	ca pa ble	cy g net	cus tom

Try to make a rule stating before what letters c is soft and before what ones it is hard.

Section III

cen sus
spec i fy
spe cif ic
prec i pice
ar ti fice

ex plic it
cin der
pac i fy
mu nic i pal
prej u dice

par cel
fa cil i ty
par ti ci ple
me dic i nal
co erce

ar mis tice
cow ard ice
ad duce
con duce
pro duce

pop u lace
sur plice
de duce
se duce
in tro duce

com merce
mis chance
in duce
re duce
tra duce

res i dence
em i nence
ex cel lence
fenc ing
plac ing

com mence
pen i tence
pref er ence
de fac ing
dis grac ing

dif fer ence
in no cence
ref er ence
piec ing
pierc ing

en tic ing
de cen cy
leg a cy
ac cu ra cy
ar is toc ra cy

con duc ing
fal la cy
flu en cy
in fan cy
con spir a cy

pranc ing
se cre cy
proph e cy
va can cy
de moc ra cy

Notice that c has the soft sound of s before e, i, or y and the hard sound of k in other places.

LESSON 52

CONSONANTS (Continued)

Section I

D has the usual sound as in *day*, except in certain words ending in *ed*, as *hiss^{ed}* and *dress^{ed}*, where it has the sound of *t*.

F has the common sound as in *fate*, except in a few words like *of*, where it has the sound of *v*.

Section II

G has three sounds; *viz.*, a hard sound, as in *gain*, which is marked \bar{g} ; a soft sound, as in *gypsy*, when it is marked \dot{g} ; and in a few words of French origin the sound of *zh*, as in *rouge*, *mirage*.

Mark the g in the following words:

gos sip
gin ger
ge nus
gib let
herb age
hos tage
dam age
cour age
bag gage

glu ten
gel a tine
gym nast
gyp sum
pack age
post age
plu mage
sau sage
rag ged

loz enge
part ridge
cart ridge
knowl edge
voy age
lan guage
mu cil age
wharf age
nug get

Section III

HOMONYMS

- glare . . They stood in the glare of the sunlight.
 glair* . . The white of an egg is sometimes called glair.
 grater . . The cook ground the nutmeg on a grater.
 greater . . Alexander was a great man, but Washington
 was greater.
 gage* . . "There I throw my gage." — SHAKESPEARE.
 gauge* . . The railroad was narrow gauge.

NOTE.—Find in the dictionary other meanings of the words indicated by a star (*).

LESSON 53

CONSONANTS (Continued)

Section I

The usual sound of **n** is that which is noticed in the word *nail*. Compare this sound with the sound of **n** in the word *ink*. When **n** is equivalent to **ng** it is marked **n**. Notice that this sound is common when followed by **g** hard, **k**, **c** hard, and **q**.

an chor	fin ger	blank et	con gress
an gle	fun gus	trin ket	con quest
an gry	lin ger	can ker	con course
an guish	hun ger	con cord	un cle
ban quet	van quish	lan guish	lan guid
tran quil	lan guage	re lin quish	lin guist

Read carefully and pronounce clearly:

THE BLUEBIRD

I know a song that the bluebird is singing,
Out in the apple tree where he is swinging.
Brave little fellow! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile and you'll hear what he's saying,
Up in the apple tree swinging and swaying.

EMILY H. MILLER.

NOTE. — Observe the musical effect of *ng* in the above stanzas.

Section II

The common sound of *r* occurs in the word *rice*. This sound is called the *dental r*.

Sound the r in arm. Notice the difference in the position of the tongue in sounding.

Pronounce distinctly the following words, giving attention to the clear sound of the r:

rack et
ra di ant
ra di ate
rad i cal

rai ment
ram part
ran dom
rap ture

re buke
re ceipt
re cent
re cruit

Make the r sound prominent in the following words:

har vest	arch er	re gard
har ken	car cass	dis charge
mar ket	car bon	ci gar
mar gin	har ness	heark en

LESSON 54

CONSONANTS (Continued)

Section I

There is a *soft s* and a *sharp* or *hissing s*. S has also the sound of *sh* in certain words, and the sound of *zh* in others. Soft *s* (like *z*), as in *is*, is marked with the suspended bar, thus, *ṣ*. S of any other sound is unmarked.

With dreamful eyes
 My spirit lies
 Where summer sings and never dies ;
 O'erveiled with vines
 She glows and shines
 Among her future oil and wines.

THOMAS BUCHANAN READ.

pal sy	un ea sy	ad ver tise
pan sy	re solve	crit i cise
dis mal	pleas ant	su per vise
dam sel	pris on er	en ter prise

Section II

ac curse	in verse	mor tise
con verse	re verse	prem ise
com merce	dis burse	cu ri os i ty
dis perse	re im burse	ne ces si ty
her e sy	cour te sy	di ver si ty
lep ro sy	con tro ver sy	gen er os i ty
pleu ri sy	em bas sy	u ni ver si ty

Section III

Note the sound of s in the following :

sure	su gar	in sure	pres sure
sure ly	su mach	as sure	nau se a
u su al	il lu sion	di vi sion	ex pos ure
fu sion	oc ca sion	re vi sion	pleas ure
ad he sion	pro fu sion	pro vi sion	treas ure
con fu sion	con tu sion	de ci sion	meas ure

Still sits the schoolhouse by the road,
 A ragged beggar sunning:
 Around it still the sumachs grow
 And blackberry vines are running.

WHITTIER.

LESSON 55

EQUIVALENTS OF *SH*

I

ac tion	a dop tion	men tion
auc tion	af fec tion	por tion
cau tion	at ten tion	sec tion
cre a tion	frac tion	se lec tion
e mo tion	func tion	sit u a tion
e lec tion	di rec tion	quo ta tion
sa ti ate	sen ti ent	ne go ti ate

II

an cient	e ma ci ate	spa cious
de fi cient	as so ci ate	ca pa cious
pro fi cient	ap pre ci ate	pre co cious
suf fi cient	of fi ci ate	sa ga cious

III

of fi cial	ju di cial	ben e fi cial
es pe cial	gla cial	su per fi cial
ar ti fi cial	fi nan cial	com mer cial

IV

ad mis sion	com mis sion	ex pres sion
ag gres sion	com pas sion	ex pan sion
ap pre hen sion	com pre hen sion	im pres sion
o mis sion	suc ces sion	pro gres sion

LESSON 56

CONSONANTS (Continued)

Section I

Look in your dictionary for the sound of x in box, the sound of x in exhibit, and the sound of x in xebec. Note these sounds (ks, gz, and z) as the sounds of x.

Sound the z in a mazed' and the z in az' ure. The last is equivalent to zh.

Learn the meaning and pronunciation of the following :

zo ol o gy	zy mot ic	bla zon	quix ot ic
zeal ous	a zote	ex cel lence	fix a tive
ze nith	ba zaar	ex am ine	glaz ier
zo di ac	seiz ure	max il la ry	Xen o phon

Section II

Copy the words in the columns below.

Pronounce each word, giving to x and z their proper sounds.

If in doubt consult the dictionary.

Find the meanings of italicized words.

ex ist	ex am ple	ex ert	ex ot ic
az ure	sei zure	gla zier	gra zier
fro zen	diz zy	ha zy	si zar
ex claim	ex treme	ex cel	ex o dus
xan thic	buzz ing	ma zy	zeal ous

Section III

Read aloud slowly the following stanzas of "Sheridan's Ride." Notice the effect of the strong r, especially in the fifth line.

Up from the south at break of day,
Bringing to Winchester fresh dismay,
The affrighted air with a shudder bore,
Like a herald in haste, to the chieftain's door,
The terrible grumble, and rumble, and roar,
Telling the battle was on once more,
And Sheridan twenty miles away.

And wider still those billows of war
Thunder along the horizon's bar;
And louder yet into Winchester rolled
The roar of that red sea uncontrolled,
Making the blood of the listener cold,
As he thought of the stake in that fiery fray,
And Sheridan twenty miles away.

T. BUCHANAN READ.

LESSON 57

NATHAN HALE

Section I

Write from dictation:

One foggy night, in the latter part of August, 1776, Washington, by a skillful movement, succeeded in getting the shattered remnants of the American army across the

East River to New York. His *position* was a most *critical* one. His future *movements* depended *wholly* on those of Lord Howe in *Brooklyn*. To gain a *knowledge* of Howe's *intentions* Washington *determined* to send a spy into the *British* camp.

Nathan Hale, a young *captain* in the American army, *volunteered* to *undertake* the *perilous* task. On being *warned* of the danger of *entering* the enemy's lines in *disguise*, he said, "I wish to be useful, and every kind of *service* *necessary* to the public good becomes *honorable* by being *necessary*."

Section II

Study carefully the division into syllables of the following words. Cover the columns from your sight, and see if you can write them from the story and syllabify and accent them correctly.

suc ceed ed
nec es sa ry
A mer i can

vol un teered
skill ful
rem nants

fog gy
anx ious
Brit ish

hon or a ble
Wash ing ton
de ter mined

crit i cal
cap tain
knowl edge

Brook lyn
serv ice
per i lous

shat tered
po si tion
in ten tions

whol ly
warned
dis guise

move ment
un der take
en ter ing

LESSON 58

NATHAN HALE (Continued)

Section I

Write from dictation :

Young Hale crossed from *Connecticut* and *cautiously* made his way into Brooklyn. He was dressed in a plain suit of brown *clothes*. Within *forty-eight* hours he was *busily* at work *sketching* the enemy's *fortifications*.

Having *completed* his work, he was about to return to Washington, when he was seized and brought before Howe as a spy. His *punishment* was swift and *terrible*.

On the morning of *September 22*, 1776, he was led to the *gallows* by the order of Howe and *executed* as a *felon*. As he was about to *ascend* the steps of the *gallows* he *uttered* these words, which should be dear to the heart of every American : "I only regret that I have but one life to give for my country."

Section II

Learn the story of Nathan Hale. Tell it at home to your parents and friends. Write it out from memory.

Con nect i cut	cau tious ly	as cend	ut tered
for ty-eight	bus i ly	clothes	ter ri ble
for ti fi ca tions	com ple ted	sketch ing	ex e cu ted
pun ish ment	Sep tem ber	gal lows	fel on

LESSON 59

CONSONANT DIGRAPHS

Section I

There are certain digraphs that are common in the English language. **Ch**, **sh**, **th**, **ph**, and **gh** appear in this class.

Note the sound of **ch** in *child*, in *chaise*, and in *Christian*. Which is soft? Which is hard? Note the mark used in the dictionary to indicate soft **ch** and hard **ch**.

child hood	cha rade	chev a lier	cheap en
chim ney	cham ber	chiv al ry	cher ish
chan nel	chap ter	chan de lier	ma chine
chat ter	chap lain	char i ot	mus tache
cha grin	char coal	char i ty	par a chute
chasm	chyle	chol e ra	chro mat ic
cho rus	chyme	chron ic	chro nom e ter
choir	school	chem ist	chro nol o gy
cho ral	scheme	chem i cal	schoon er
chord	ep och	Christ mas	par o chi al

Section II

Sound the th in thick; th in this.

The first is *sharp th*; the second *vocal th*.

Ph in *physic* is equivalent to what letter? What is the equivalent of **gh** in *tough*?

phase	sphere	hy phen	si phon
phrase	ci pher	al pha bet	or phan
sphinx	zeph yr	pam phlet	tro phy
cough	tough	e nough	draught
trough	rough	slough	laughed

Section III

Copy and learn the spelling of the following.

*Mark **ch** and **ch** where found.*

*Sound **sh**, **th**, **ch**, and **ph** when found in words.*

Define italicized words.

e nough	<i>chro mo</i>	ci pher	laugh ter
thence	should	<i>cha rade</i>	thresh
or phan	them selves	the o ry	there fore
<i>ther mom e ter</i>	thank ful	al pha bet	satch el

LESSON 60

ISRAEL PUTNAM

Section I

Write from dictation :

Putnam was born in *Danvers, Massachusetts*, in 1718. As a boy he *possessed* great *courage* and presence of mind. He loved bold *adventure*. You have heard of his *descent* into the cave of a wolf, and his shooting of the ferocious animal by the light of her *glaring* eyes. At *Ticonderoga*, in 1755, he was *captured* by the *Indians*, bound to a tree

and was about to be burned alive, when he was *rescued* by a French *officer*. At Crown Point, at the *imminent* risk of his life, he rescued a *comrade* scout. At Fort Edward he put out a fire in the *magazine*. The magazine contained three hundred *barrels* of gunpowder, *protected* by a thin *partition*. On the breaking out of the *Revolution*, although nearly sixty years of age, he left his plow in the *furrow* and marched with his *company* of "Connecticut boys" to the *scene* of the war.

He was *offered* money and *position* by the British if he would *desert* the American cause. But he was *staunch* and *loyal* to the *principles* of *freedom*. He could neither be *daunted* by toil and danger, nor bribed with gold and *honors*.

Section II

See directions under Section II, Lesson 57.

loy' al	par ti' tion	cour' age
com rade	prin' ci ples	glar ing
de sert'	ad ven' ture	daunt ed
de scent'	im' mi nent	staunch
hon' ors	mag a zine'	pres ence
pos sessed'	Mas sa chu' setts	con tained'
bar' rels	pro tect' ed	of' fered
free dom	po si tion	Dan vers
Ti con de ro' ga	cap tured	In di ans
res cued	rev o lu' tion	fur row
com pa ny	Con nect i cut	scene

LESSON 61

CONSONANT DOUBLED

cab bage
cob bler
rab bit
rob ber
scab bard
Sab bath

ac cept
ac cord
ac count
ac claim
suc ceed
stuc co

ad der
ad dict
rud dy
med dler
sud den
wed ding

af ford
af fray
af flict
dif fuse
ef fect
of fend

af fright
dif fer
cof fee
traf fic
of fer
prof fer

ag grieve
bag gage
bug gy
nug get
rug ged
sug gest

al lure
bal lot
col lide
col lapse
col lege
cal lous

el lipse
gal lant
hol low
mol lusk
mel low
pol len

pal lid
pil lage
pul let
shal lop
til lage
yel low

com mend
com merce
com mune
com mute

ham mock
im mense
mam mon
mam moth

rum mage
sum mit
sum mon
tram mel

LESSON 62

CONSONANT DOUBLED

an nals	flan nel	ap prov al
an nu al	ken nel	ap parel
bon net	pin nate	ap prise
con nect	pen nant	op pose
can non	ap point	op press
chan nel	ap plause	sup port
sup pose	bar rack	er rand
sup plant	bur row	par rot
ar range	cor rect	nar rate
ar riv al	cor rupt	quar rel
ar rear	cur rent	sur round
bar rel	der rick	ter race
ter ror	as sist	dis sent
tor rent	as suage	es sence
tor rid	as sort	en gross
war rant	blos som	fos sil
as sault	clas sic	fis sure
as sail	des sert	mes sage
mis sile	tas sel	at test
pas sive	tis sue	at tire
pas sage	at tach	at tain
pos sess	at tack	bot tom

LESSON 63

SERGEANT JASPER

Section I

Write from dictation :

Sullivan's island lies at the *entrance* to Charleston *Harbor*. In June, 1776, a band of patriots under Colonel *Moultrie* *occupied* this island. A rude fort of *palmetto* logs was *partially completed* when a fleet of British ships hove in sight and *immediately attacked* the fortification.

Early in the action a cannon-ball struck the staff *supporting* the flag. The *symbol* of liberty fell outside the fort.

Sergeant Jasper leaped over the *breastwork*. He caught up the flag, tied it to a *sponge-staff*, and hoisted it to its *position*.

Because of this brave deed, he was offered the next day a *lieutenant's commission*. This he refused, saying, "I am only a sergeant; I am not fit for the *company* of officers."

Section II

See directions under Section II, Lesson 57.

en' trance	sym' bol	par' tial ly	sup port ing
Moul' trie	com mis' sion	lieu ten' ant's	com' pa ny
com plet' ed	Sul' li van's	hoist ed	at tacked
breast' work	im me' di ate ly	oc' cu pied	har' bor
ser' geant	sponge-staff	pal met' to	po si' tion

LESSON 64

ETHAN ALLEN

Section I

Write from dictation:

Ethan Allen was born in *Litchfield*, Connecticut, in 1742. His youth was spent in *Bennington*, Vermont. He was among the first to offer *resistance* to the *oppressive measures* of England.

The battle of *Lexington* had taken place. The *siege* of Boston was under way. The whole country was *aroused*.

Allen, with a small company of "Green Mountain Boys," surprised Fort *Ticonderoga* on Lake *Champlain*. He captured its *garrison* and got possession of cannon, arms, and *military* stores.

The attack was made in the early morning. The *occupants* of the fort were asleep.

"By what *authority* do you demand my *surrender*?" asked the *astonished* commander of Allen. Allen is reported as *replying*, "In the name of the great *Jehovah*, and the *Continental Congress*."

Section II

See directions under Section II, Lesson 57.

Litch' field

Ben' ning ton

re sist' ance

a roused'

Ti con der o' ga

Lex' ing ton

gar' ri son
siege
Ver mont'
meas' ures
Cham plain'

au thor' i ty
oc' cu pants
as ton' ished
Con ti nen' tal
pos ses' sion

mil' i ta ry
re ply' ing
op pres' sive
sur ren' der
Je ho' vah

LESSON 65

SILENT LETTERS

Section I

Pronounce the following words: dumb, strode, belle, night, shell, ghost, congress, goes, answer, balmy.

Observe that the letters in italics are not sounded in pronunciation. They are called silent letters.

NOTE.—Very many words contain one or more silent letters. Care must be used in spelling them.

Section II

Study carefully the pronunciation and spelling of the following common words:

doubt	hand some	alm ond	hon or
re doubt	hand ker chief	salm on	hon est
numb	knap sack	fal con	heir ess
suc cumb	knowl edge	be half	shep herd
au tumn	col umn	co quette	ga zette
sol emn	con demn	bru nette	et i quette

Section III

H silent in the digraphs **gh, rh, th.**

ghost	rhet o ric	rhyme	thyme
a ghaſt	rhu barb	rhombus	iſthmus

C silent in **ſc** ; **c** silent in **ct.**

muſcle	ſcience	coaleſce	indict
deſcend	ſcepter	acquieſce	indictment
reſcind	ſciſſors	efferveſce	victuals

Section IV

G ſilent in **gn.**

reign	conſign	gnat	foreign
arraign	reſign	gnaw	ſovereign
ſign	conſign	gnaw	campaign
enſign	benign	gnarl	champagne

P ſilent.

psalm	prompt	receipt	raspberry
emphy	contempt	aſumption	psychology
exempt	ſymptom	preſumption	pneumonia

Ue ſilent.

rogue	faſtigue	oblique	colleague
plague	anſtique	opaque	harrangue
league	unique	burleſque	ſynagogue

LESSON 66

ANTHONY WAYNE

Section I

Write from dictation :

The British had captured from the Americans two forts on the Hudson. One was at *Stony Point*, the other *directly* across the river. It looked as if an *attempt* was to be made to seize West Point.

Washington *conceived* a plan to capture Stony Point. It was a difficult task, as the fort was defended by six hundred men and very *heavy* cannon.

General Washington *entrusted* the work to *Anthony Wayne*. This general, because of his *reckless daring*, was called "Mad Anthony."

Preparations were made with the *utmost secrecy*. At midnight, July 16, 1778, Wayne approached the *causeway* at the foot of the *mountain*.

In two *columns*, *guided* by a *friendly* negro, the little army made its way upward. So quiet was their approach that the outworks were reached before they were discovered.

The attack was made by both columns at once. Amid a furious storm of grapeshot and *musketry*, the Americans *scaled* the *fortress* walls. The victory was complete. The garrison surrendered.

Mad Anthony led one of the attacking columns in person. He was struck on the head with a musket ball.

Thinking his wound fatal, he said, "Carry me into the fort and let me die at the head of my column." He was borne into the fort but soon recovered.

Section II

See directions under Section II, Lesson 57.

heav y	di rect ly	ut most
scaled	mus ket ry	col umns
reck less	en trust ed	at tempt
cause way	se cre cy	guid ed
friend ly	con ceived	for tress
dar ing	de fend ed	moun tain
An tho ny Wayne	ap proach	Stony Point

LESSON 67

REVIEW

ac claim	chem ist	glu ten
ad dict	con quest	gel a tine
af flict	con spir a cy	griz zly
ag grieve	com merce	gen er os i ty
ap plause	com pre hen sion	ghost ly
mat tress	ap par el	de cen cy
mor tise	ap prise	di ver si ty
meas ure	as suage	di rec tion
mes sage	at tain	de pres sion
mu nic i pal	at test	de clen sion

heark en
her e sy
hy phen
ham mock

ar mis tice
ar ti fice
bar rack
bag gage

sa ga cious
nar rate
naph tha
nug get

ha rangue
e clipse
en gross
en ter prise

ben e fi cial
of fi ci ate
o mis sion
op pres sion

ne ces si ty
nau se a
in dict
im mense

es pe cial
e lec tion
cal lous
ca pa cious

oc ca sion
op pose
ju di cial
knowl edge

in verse
isth mus
in no cence
frac tion

car cass
col lapse
chan nel
pas sage

lat tice
lan guish
loz enge
ge nus

func tion
flan nel
fis sure
fos sil

pat tern
prec i pice
prej u dice
proph e cy

glair
gauge
gyp sum
gal lant

chasm
chyme
chord
chol e ra

med i cine
med dler
mol lusk
shal lop

sug gest
su per vise
sen tient
ad di tion

chro mat ic
mam moth
mis sile
mem o ry

LESSON 68

PAUL JONES

Section I

Write from dictation:

John Paul Jones was a *Scotchman* by birth. He crossed the *ocean* in an *American* vessel, seized several valuable prizes in the *English Channel*, and finally put into a French port.

Dr. Benjamin Franklin and the French king fitted out a small *squadron* and placed Jones in command. He named his flagship *Bon Homme Richard*, in compliment to *Dr. Franklin*.

With the *Star-Spangled Banner* floating from the masts of his vessels, the intrepid commander left French waters.

Off *Flamborough Head*, England, standing out to sea, was a large fleet of *merchantmen*. They were convoyed by two *British* war ships. Jones discovered them and at once gave chase.

Section II

See directions under Section II, Lesson 57.

com pli ment

sev er al

squad ron

val u a ble

fi nal ly

Scotch man

mer chant men

con voyed

priz es

dis cov ered

in trep id

o cean

American	Bon Homme Rich ard
British	Flam bor ough Head
French	Dr. Ben ja min Frank lin
John Paul Jones	Star-Span gled Ban ner
Eng lish Chan nel	

LESSON 69

PAUL JONES (Continued)

Section I

Write from dictation :

The larger of the *convoy* ships was the *Serapis*. She was a frigate of *forty-four* guns, commanded by Captain *Pearson*, an *efficient* and *fearless* officer.

A *desperate sea-fight* began at once between the *Richard* and the *Serapis*. It lasted more than an hour, the ships *gradually approaching* meanwhile. When they came in *contact*, they were lashed together at the command of Jones, and the fighting *continued*.

Unable to prolong the *contest*, at the end of a *terrific* struggle of three hours' *duration*, *Pearson* *hauled* down his flag.

The *Richard* was on the point of *sinking*. Jones *transferred* his flag and his men to the *Serapis* and *steered* for *Holland*.

This was one of the most *interesting naval events* of the war.

Section II

See directions under Section II, Lesson 57.

con tact	des' per ate	steered
ef fi' cient	ter rif' ic	con' test
grad' u al ly	trans ferred'	fear less
du ra' tion	for' ty-four	na' val
in' ter est ing	Hol' land	hauled
con tin' ued	sea-fight	Se ra' pis
birth	mean' while	e vents'
con' voy	Pear son	sink ing

LESSON 70

THE USE OF THE DICTIONARY (Continued)

MAKING DEFINITIONS

Section I

Write from dictation:

A *Class* is a group composed of similar individuals.

The horse, the rabbit, the weasel, the serpent, and the raccoon belong to the class *animal*.

Fragrant, airy, light, woolly, and silky belong to the class *quality*.

Cedars, birches, chestnuts, palms, and spruces are members of the class *tree*.

New York, St. Louis, Chicago, Boston, and London have for their class name *city*.

When you define a term, first give the name of the class to which it belongs.

Section II

The following sixteen words name common classes :

bird	in' sect	flow' er	dis ease'
rep' tile	stone	crime	ma te' ri al
meat	food	shrub	med' i cine
fruit	tree	cloth	veg e ta ble

Section III

Arrange the following words in one column.

Against each word write the name of the class to which it belongs.

Consult the dictionary if necessary.

chol' er a	gon' do la	Bal' ti more
qui nine	di a mond	cash mere
ar son	ma jor	lus cious
ad verb	croc o dile	New Jer' sey
vi o let	isth mus	cy' press

A primrose on the river's brim,
 Or by the cottage door,
 A yellow primrose was to him,
 And it was nothing more.

WORDSWORTH.

LESSON 71

MAKING DEFINITIONS (Continued)

Section I

*Place each of the words in the following lists under one of the class names: **crime, stone, flower, disease, bird.***

Consult the dictionary when necessary.

as sault	o ri ole	pan sy	mar' i gold
he' li o trope	to' paz	em' er ald	par' tridge
fel o ny	trea son	quail	drop sy
ap o plex y	wren	a nem' o ne	night in gale
hy' a cinth	dahl' ia	tur quoise	lar' ce ny
car nel' ian	cam e o	pal sy	burg la ry
os trich	but ter cup	di' a mond	vi o let

Section II

The following names and their abbreviations belong to what class?

Maine,	Me.	Del' a ware,	Del.
New Hamp' shire,	N. H.	Ma ry land,	Md.
Ver mont',	Vt.	Vir gin' i a,	Va.
Mas sa chu' setts,	Mass.	West Vir gin i a,	W. Va.
Rhode Isl' and,	R. I.	North Car o li' na,	N. C.
Con nect' i cut,	Conn.	South Car o li na,	S. C.
New York,	N. Y.	Geor' gi a,	Ga.
New Jer' sey,	N. J.	Flor' i da,	Fla.
Penn syl va' ni a,	Pa.	A la ba' ma,	Ala.

LESSON 72

CAPT. JAMES LAWRENCE

Section I

Write from dictation:

During the War of 1812 the American navy met with some *brilliant successes*. Our sailors were not *uniformly* successful however.

Capt. James *Lawrence* commanded the *Chesapeake*. While she was *refitting* in Boston harbor, Lawrence *received* a *challenge*. It came from the *commander* of the British *frigate Shannon*, then lying off the New England coast. The *Chesapeake* was lacking in *suitable equipments* and had an *inexperienced* crew, much *inferior* to the *Shannon* in these respects. Lawrence *discharged* part of the crew.

Many of the *remainder* were *mutinous*, on account of not having been paid for several months. Notwithstanding these drawbacks, the intrepid American at once put to sea. Late in the afternoon the two vessels met, and a scene of *carnage ensued*. The enemy boarded the *Chesapeake*. Lawrence was *mortally* wounded. As he was carried below he exclaimed, "Don't give up the ship!"

The *feeble* crew was soon overpowered, and the American *colors* were lowered, and for the first time since the war began the British flag was raised on an American *vessel*.

Section II

See directions under Section II, Lesson 57.

car' nage	Ches' a peake	fee ble
en sued	suc cess' es	dis charged
Shan' non	re fit ting	mor' tal ly
col ors	re main der	chal lenge
Law rence	mu' ti nous	u' ni form ly
suit a ble	e quip ments	in ex pe' ri enced
in fe ri or	re ceived	ves sel
brill iant	com mand er	frig ate

THE OCEAN

Roll on, thou deep and dark blue ocean — roll !
 Ten thousand fleets sweep over thee in vain ;
 Man marks the earth with ruin — his control
 Stops with the shore ; upon the watery plain
 The wrecks are all thy deed, nor doth remain
 A shadow of man's ravage, save his own,
 When, in a moment, like a drop of rain,
 He sinks into thy depths with bubbling groan,
 Without a grave, unknelled, uncoffined, and unknown.

LORD BYRON.

THE SHIP

She comes majestic with her swelling sails,
 The gallant bark ; along her watery way
 Homeward she drives before the favoring gales ;
 Now flirting at their length the streamers play,
 And now they ripple with the ruffling breeze.

SOUTHEY.

LESSON 73

MAKING DEFINITIONS (Continued)

Section I

Place each of these words under one of the following class names: fish, utensil, vehicle, shrub, city.

Learn to spell each word correctly.

pitch' er	li lac	por' gy	mus sel
a za' le a	oys ter	sar dine	sau' cer
ket tle	dredg er	Gen' o a	tan dem
perch	car riage	her' ring	broil er
tu reen'	Na ples	Gen e' va	Al ex an' dri a
stur' geon	stage	lau rel	mag no' li a
Mex' i co	grid' i ron	sword fish	Ven' ice
Cai ro	shrimp	Vi en' na	Ber lin
sur rey	ve loc' i pede	spi ræ a	jas' mine
boil er	sy rin' ga	bi' cy cle	Ed in burgh

Section II

To what classes do the following belong?

O hi' o,	O.	Mon ta' na,	Mont.
In di an' a,	Ind.	Wy o' ming,	Wyo.
Il li nois',	Ill.	Col o ra' do,	Col.
Mich' i gan,	Mich.	New Mex' i co,	N. M.
Wis con' sin,	Wis.	Ar i zo' na,	Ariz.
Min ne so' ta,	Minn.	U' tah,	U.

I' o wa,	İa.	Ne va' da,	Nev.
Mis sou' ri,	Mo.	I' da ho,	Ida.
North Da ko' ta,	N. Dak.	A las' ka,	
South Da ko ta,	S. Dak.	Wash' ing ton,	Wash.
Ne bras' ka,	Neb.	Or' e gon,	Ore.
Kan' sas,	Kan.	Cal i for' ni a,	Cal.
Ken tuck' y,	Ky.	Lou is i a' na,	La.
Ten nes see',	Tenn.	Tex' as,	Tex.
Al a ba' ma,	Ala.	Ok la ho' ma,	Ok.
Mis sis sip' pi,	Miss.	Ar' kan sas,	Ark.

LESSON 74

MAKING DEFINITIONS (Continued)

Section I

Place each of these words under one of the following class names: meat, fruit, nut, insect, material.

Learn to spell each word correctly.

steak	nec tar ine	rai sin	wasp
shin gle	a corn	but ter nut	ven i son
cur rant	wee vil	mut ton	pome gran ate
gnat	sau sage	bee tle	grass hop per
or ange	fil bert	gird er	clap board
veal	joist	quince	wal nut
drag' on-fly	a pri cot	cit ron	lem on
pea nut	ba na' na	Bra zil' nut	crick et
mor tar	alm ond	plaster	chest nut

Section II

To what class do the following belong?

Bos ton	Prov i dence	Mer i den
New York	Worces ter	Wil li man tic
Brook lyn	Spring field	Brat tle bor o
Al ba ny	Paw tuck et	Marl bor ough
Buf fa lo	New Ha ven	Fitch burg
Syr a cuse	Hart ford	Law rence
Roch es ter	Bridge port	Low ell

Write after each name the abbreviation of the state in which each is situated.

LESSON 75

MAKING DEFINITIONS (Continued)

Section I

Place each of these words under one of the following class names: quality, cloth, tree, food, vegetable.

Learn to spell each word correctly.

om e let	ca tal' pa	waf fle	cy'press
ging ham	pars' nip	ce dar	cu' cum ber
eb o ny	cus tard	cash mere	mar' ma lade
chow der	cam bric	ar ti choke	syc' a more
cel e ry	de laine	ar o mat ic	dough nut

ban yan	mo hair	pars' ley	cau li flow er
o dor ous	plan tain	lin den	dump ling
ker sey	coarse	al pac' a	de li cious
por ridge	cat sup	suc co tash	pun gent
chev i ot	tur nip	in sip' id	cor du roy

Section II

In what classes would you place the following ?

Phil a del' phi a	Sche nec' ta dy	Hou sa ton' ic
Ken' ne bec	Schuy'l' kill	On ta' ri o
Ho bo' ken	Mo' hawk	Pough keep' sie
Pas sa' ic	Syr' a cuse	Sus que han' na
Pe nob' scot	Roch' es ter	Wilkes' bar re
Pat' er son	Sar a to' ga	Al' le ghe ny
Hack' en sack	Cham plain'	Mo non ga he' la
O nei' da	Ca yu' ga	Win ne pe sau' kee
Chau tau' qua	Po to' mac	Ho pat' cong
Gen e see'	An dros cog' gin	Os we' go

Find in the dictionary the geographical names, note the pronunciation and mark the accent of these names.

Spake full well in language quaint and olden,
 One who dwelleth by the castled Rhine,
 When he called the flowers so blue and golden,
 Stars that in earth's firmament do shine.

LONGFELLOW.

LESSON 76

Section I

Place each of these words under one of the following class names: animal, reptile, medicine, tool.

Learn to spell each word correctly.

o pos' sum	ar sen ic	rac coon	bev el
al' li ga tor	qui nine	co' bra	ca mel o pard
al' co hol	tor toise	go ril' la	cha me le on
chis el	plumb	lathe	lau' da num
er mine	rhu barb	sul phur	chlo ro form

Section II

Write the names of five individuals that belong to each of the following classes:

tree	game	ve' hi cle	ma chine'
book	build' ing	in stru ment	road
cloth' ing	cut ler y	an i mal	veg' e ta ble

Section III

Arrange the following names under the classes to which they belong. Look up the pronunciation.

Ar kan sas	Ral eigh	Mo bile
Tal la has see	Al be marle	St. Au gus tine
Al ta ma ha	Hat ter as	Cum ber land
Sa van nah	Ashe ville	Tom big bee

LESSON 77

THE USE OF THE DICTIONARY (Continued)

MAKING DEFINITIONS (Continued)

Section I

In the previous lessons you have taken the first step in definition making, the naming of the class to which the term defined belongs.

When you say that *arson* is a *crime*, you have named the class to which arson belongs, but have done nothing to distinguish it from other crimes, such as burglary, forgery, and murder.

The next step is to make a statement that will lead one to distinguish arson from all other crimes.

“Arson is that crime *which consists in wilfully and maliciously firing a building or ship.*”

Section II

Below are given some examples of definition in which care has been used in (1) classifying the term to be defined, and (2) distinguishing the term from others of the same class.

Make a copy of each.

Buff, a color between light pink and light yellow.

Patriot, a person who loves his country.

Loom, a machine in which a weaver forms cloth out of threads.

Chirp, a short, sharp sound, such as is made by a bird or a cricket.

Isthmus, a narrow strip of land by which a peninsula is connected with the mainland.

Quadruped, an animal having four feet.

Circle, a plane figure bounded by a curved line, every part of which is equally distant from a point within it called the center.

In the foregoing definitions, separate the word or words denoting the class from the words which distinguish the term to be defined from all others of the same class.

Section III

Write from dictation:

1. Do not try to define a word unless you have a clear idea of its meaning.
2. Be careful to express the idea you have in correct language.
3. Consult the dictionary for examples of good definition.
4. Notice the plan used in the dictionary to distinguish an individual from other members of the same class.
5. Practice defining each day.

PART III

LESSON 78

WORD COMPOSITION

A word from which other words are formed is called a *Stem* or *Root Word*.

Words formed from roots are called *Derivative Words*.

Graph is a word meaning *write*. *Graph* ic, tel e *graph*, au to *graph*, pho to *graph*, and pho no *graph* are derivative words.

A *Prefix* is a syllable or syllables placed before a word to modify its meaning. In *uncut*, *un* is a prefix meaning *not*, placed before the word *cut*.

A *Suffix* is a syllable placed after a word to modify its meaning. In the word *blacken*, *en* is a suffix meaning *to make*, placed after the word *black*.

The root words of the English language have their main sources in the Anglo-Saxon, the Latin, the Greek, and the French languages.

More than half the words in the English language are derived from the Latin, but the words most commonly used are Anglo-Saxon.

NOTE. — The following lessons on word composition are grouped in this section for convenience of reference. It is suggested that the teachers select from time to time the exercises appropriate to their respective grades. The study of common roots, prefixes, and suffixes will be interesting to children in all grammar classes.

LESSON 79

THE USE OF THE DICTIONARY (Continued)

DERIVATIONS

Section I

The English word *grain* is derived from the Latin word *granum*. From the same source come *gran' a ry*, *grange*, *gran' u late*, *gran' u lar*, *gran' ite*, *gar' ner*, and *gar' net*.

In each of the words *au' to graph*, *lith' o graph*, *pho' to-graph*, *pho' no graph*, *tel' e graph*, and *graphic* appears the syllable *graph*, which is from a Greek word, *grapho*, meaning *write*.

Thousands of our words are constructed by affixing syllables to root words or to modified forms of roots. The dictionary gives the source from which a word is derived and the original meaning of the word.

Section II

Trace each word in each of the following groups to the Latin root from which it originated. Define each, using the meaning of the root in your definition.

1. *Scribere*, to write.

scribe, scribble, describe, inscribe, subscribe, circumscribe, transcribe.

2. *Primus*, first.

prim er, prime, prim rose, prim, prim i tive, pri me-
val, pri ma ry.

3. *Pendere*, to hang.

pend ant, pen du lous, pen du lum, sus pend, de pend,
ap pend, per pen dic u lar.

4. *Spirare*, to breathe.

as pire, con spire, ex pire, spir it, tran spire, per spire,
in spire.

5. *Tenere*, to hold.

ten ure, ten ant, ten e ment, ten a cious, ten or, ten on,
ten a ble.

LESSON 80

ROOT WORDS

Section I

Use the following list of roots for reference:

**agere, actum* to do, to drive; *act, ag*, as in act,
action, active, actuate, agent,
agile, agitate.

amo, amatum to love; *am, amat*, as in amity,
amiable, amicable, amateur,
amative.

* The root often assumes different forms when used in a derivative word. Some of these forms are given.

<i>annus</i>	a year ; <i>ann</i> , <i>annu</i> , <i>enn</i> , as in annals, annual, annuity, bien- nial, perennial.
<i>bene</i>	well, good ; as in benefit, benevolent, benediction, benefactor, benefice.
<i>brevis</i>	short ; <i>brev</i> , as in breve, brevity, brief, abbreviate, brevet.
<i>cadere, casum</i>	to fall ; <i>cad</i> , as in cadence, <i>cas</i> , case ; <i>cid</i> , deciduous.
<i>capere, captum</i>	to take ; <i>cap</i> , <i>capt</i> , as in capable, capacious, capstan, caption, cap- tive, capture.
<i>cedere, cessum</i>	to go, to give up ; <i>ced</i> , <i>cede</i> , <i>ceed</i> , <i>cess</i> , as in secede, cede, proceed, succeed, recede, antecedent, pre- cedent, procession.
<i>clamare, clamatum</i> . . .	to call, to cry out ; <i>clam</i> , <i>clamat</i> , as in clamor, exclamation, ac- claim, proclaim, claimant.
<i>credere, creditum</i> . . .	to believe ; <i>cred</i> , <i>credit</i> , as in credit, credulous, creed, credible, creditable.

Section II

1. The sincere man was actuated by right motives.
2. The people were agitated by startling news.
3. The old Quaker had an amiable disposition.
4. The two friends soon made an amicable settlement.

Select the words in the above four sentences that are derived from the roots given under Section I.

Write sentences containing words derived from each of the root words given above.

Section III

- dicere, dictum* to say ; *dic, dict*, as in diction, dictionary, dictate, dictator, contradict, interdict, predict, verdict.
- ducere, ductum* to lead ; *duc, duce*, as in introduce, reduce ; *duct*, ductile, conductor, education, abduct.
- fluere, fluctum* to flow ; *flu, fluct*, as in fluid, fluent, influence, fluctuate ; *flux*, influx, superfluous.
- frangere, fractum* . . to break ; *frang, fract*, as in fraction, fracture, refraction, fragile, frangible, fragment.
- fundere, fusum* to pour ; *fund, fus, fuse*, as in confuse, diffuse, fusible, suffuse, transfuse, refund.
- gradere, gressum* . . . to step, to go, to walk ; *grad, grade, gress*, as in gradual, graduate, degrade, degree, ingredient, gradatory.
- gregare, gregatum* . . to gather into a flock ; *greg*, as in aggregate, segregate, congregate, gregarious.

jungere, junctum . . . to join ; *junct*, as in adjunct, junction, subjunctive, juncture, conjunction.

legere, lectum to cull, to read ; *leg, lect*, as in select, lecture, elect, election, legibility.

Write sentences containing words derived from the above root words.

Section IV

litera a letter ; *liter*, as in literal, literary, literally, literature.

loqui to speak ; *loqu, locut*, as in loquacious, colloquy, soliloquy, circumlocution, obloquy.

magnus great ; *magn*, as in magnate, magnitude, magnanimous.

manus the hand ; *man, main*, as in manual, manacle, manufacture, manuscript, amanuensis, maintain, legerdemain.

mergere to dip, to plunge ; *merg, mers*, as in submerge, merger, immerse, immersion.

migrare to depart, to remove ; *migr, migrat*, as in migrate, migration, migratory, emigrate, emigration.

nomen a name ; *nom, nomin*, as in noun, denominate, nominative, cognomen, nominal, denomination.

- orare* to speak, to pray ; *or*, *orat*, as in oral, oration, peroration, oratory, oracle, orator.
- ponere* to place ; *pon*, *posit*, as in postpone, posture, deposit, repose, propose, position.
- scandere* to climb ; *scend*, *scens*, as in ascend, descend, descendant, ascension, condescension, transcend.
- scribere* to write ; *scrib*, *script*, as in scribble, scribe, scripture, postscript, description, subscription, circumscribe.

Follow directions given under Section II.

Section V

- secare* to cut ; *sec*, *sect*, as in secant, section, bisect, dissect, sector, insect.
- sedere* to sit ; *sed*, *sid*, *sess*, as in sedate, sediment, sedentary, preside, reside, subside, supersede, sessile, session.
- spirare* to breathe ; *spir*, *spirat*, as in spiracle, inspire, respire, spirit, perspire.
- tempus* time ; *temp*, as in temporal, temporary, temporize.
- tendere* to stretch ; *tend*, *tens*, *tent*, as in attention, tendency, tension, tendon, tense, tensile, tent.

<i>tenere</i>	to hold; <i>ten</i> , <i>tain</i> , <i>tent</i> , as in tenable, contain, detain, sustain, attain, tenacious, retain, retention.
<i>terra</i>	the earth; territory, territorial, Mediterranean, subterranean.
<i>unus</i>	one; <i>un</i> , as in unit, union, unicorn, unify, unison, unite, universal.
<i>vertere</i>	to turn; <i>vert</i> , <i>vers</i> , adversity, versatile, reverse, aversion, divert, advert.
<i>verus</i>	true; <i>ver</i> , as in aver, verify, veracious, veracity, verdict, verity, verily.
<i>vocare</i>	to call; <i>voc</i> , <i>vocat</i> , as in vocation, convocation, revoke, equivocal.

Write sentences containing derivatives from above root words.

Section VI

From the following four root words, not contained in the foregoing lessons, find derivatives, and construct sentences illustrating the use of each of these derivatives.

<i>facere</i>	to make; <i>fac</i> , fact.
<i>ferre</i>	to bear; <i>fer</i> .
<i>senex</i>	old; <i>sen</i> .
<i>quaerere</i>	to ask; <i>quer</i> , quest.

LESSON 81

ROOT WORDS (Continued)

Section I

Write the following words, underscoring the roots :

captivity	magnify	monarchy
cordiality	fugitive	magnanimous
agitator	malicious	fulgent
fraction	paternal	vocal

Section II

Follow directions under Section I. Syllabify and apply the proper diacritical marks.

geography	homicide	pendulum
grammar	polygon	jury
hibernate	hexagon	photograph

Section III

Same directions as under Section II.

latitude	telegraph	police
legible	telephone	pentagon
linguist	stenography	orthography
biography	hexameter	orthoëpy

Write sentences illustrating the use of above twelve words.

LESSON 82

LATIN PREFIXES

Section I

The lists of prefixes, suffixes, and roots are designed for use by the pupils in the preparation of lessons in which the literal meanings of words are concerned.

<i>a, ab</i> , from, off, away; <i>avert</i> , <i>abstract</i> , <i>abstain</i> .	<i>inter</i> , between, among; <i>intercourse</i> .
* <i>ad</i> , to, towards, at, near; <i>adjoin</i> .	<i>intro</i> , in, into; <i>introduce</i> .
<i>am, amb</i> , round, about; <i>amble</i> .	<i>ob, oc, of, op</i> , against, before, in the way; <i>obtrude</i> .
<i>ante</i> , before; <i>antedate</i> .	<i>per</i> , through, thoroughly; <i>pervade</i> .
<i>bi, bis</i> , twice; <i>biped</i> .	<i>post</i> , after; <i>postpone</i> .
<i>circum</i> , round, about; <i>circumvent</i> .	<i>pre</i> , before, prior in time, place, or rank; <i>prefer</i> .
<i>con, co, cog, col, com, cor</i> , together, with, entirely; <i>connect, cohere; collect,</i> <i>compress, correct</i> .	<i>preter</i> , beyond, past, by; <i>preternatural</i> .
<i>contra</i> , counter, against, contrary to; <i>contradict</i> .	<i>pro</i> , for, instead of, out, forward; <i>project</i> .
<i>de</i> , down, from, away; <i>descend</i> .	<i>re, red</i> , back, again, against; <i>return</i> .
	<i>semi</i> , half, in part; <i>semicircle</i> .

* *ad* is modified to *a, ac, af, ag, al, an, ap, ar, or as*, in certain derivatives, for the sake of euphony, or for other reasons.

<i>dis, di, dif</i> , apart, not, in another direction ; <i>dis-</i> please, <i>diffuse</i> .	<i>sine</i> , without ; <i>sinecure</i> .
<i>ex, e, ef</i> , out, forth, beyond ; <i>export, eject, efface</i> .	<i>sub, suc, suf, sup, sus</i> , under, slightly ; <i>subtract, suffuse</i> .
<i>in, ig, il, im, ir</i> , in, into, on, not, upon, contrary to ; <i>include, illegal, impress</i> .	<i>super, sur</i> , over, above ; <i>super-</i> add. <i>trans</i> , across, beyond ; <i>trans-</i> ship. <i>ultra</i> , beyond ; <i>ultramundane</i> .

Section II

Analyze the following words :

<i>abs tain</i>	<i>at tract</i>	<i>ac cede</i>
<i>abs tract</i>	<i>an nex</i>	<i>ad verb</i>
<i>ab solve</i>	<i>an ti slav er y</i>	<i>ac cus tom</i>
<i>an te ce dent</i>	<i>al lude</i>	<i>an ti ci pate</i>
<i>af fix</i>	<i>at tain</i>	
<i>cir cuit</i>	<i>cir cum fer ence</i>	<i>cir cum nav i gate</i>
<i>con nect</i>	<i>cor re spond</i>	<i>coun ter bal ance</i>
<i>de duct</i>	<i>de ment</i>	<i>dif fi dent</i>
<i>dis a gree</i>	<i>dis be lieve</i>	<i>dis prove</i>
<i>im pel</i>	<i>im part</i>	<i>in form</i>
<i>ig no ble</i>	<i>ir rev er ent</i>	<i>ob ject</i>
<i>ob vi ous</i>	<i>ob struct</i>	<i>op press</i>
<i>pro noun</i>	<i>pro gress</i>	<i>post script</i>

LESSON 83

Section I

ANGLO-SAXON PREFIXES

<i>a</i> , on, in, to, at; <i>aground</i> , ashore.	<i>out</i> , beyond, above, more than; <i>outstretch</i> .
<i>be</i> , to make, to cover with, for; <i>benumb</i> , <i>besmear</i> .	<i>over</i> , beyond, above, too much; <i>overreach</i> .
<i>mis</i> , wrong; <i>mistake</i> , <i>mis</i> - apply.	<i>un</i> , not, no, the reverse of; <i>uncut</i> .
<i>for</i> , <i>fore</i> , not, before, against; <i>forbid</i> , <i>forecast</i> .	<i>under</i> , beneath, inferior; <i>undermine</i> .
<i>off</i> , away; <i>offshoot</i> .	<i>with</i> , against, from; <i>with</i> - stand.

Analyze the following words and write each in a sentence :

afoot	aboard	becalm	bedaub
bewail	overcharge	misfortune	misconduct
foretell	outlive	unable	undervalue

Section II

GREEK PREFIXES

<i>a</i> , an, want of, without; atheist.	<i>epi</i> , upon; <i>epidermis</i> .
<i>amphi</i> , around, about, both; <i>amphibious</i> .	<i>hyper</i> , over, beyond; <i>hyper</i> - bole.
	<i>hypo</i> , under; <i>hypodermic</i> .

<i>ana</i> , again, back, up ; <i>analy-</i> <i>sis</i> .	<i>meta</i> , over, beyond ; <i>meta-</i> <i>phor</i> .
<i>anti</i> , against ; <i>antislavery</i> .	<i>para</i> , side by side, contrary to ; <i>parallel</i> .
<i>apo</i> , from ; <i>apostle</i> .	<i>peri</i> , about, near ; <i>perimeter</i> .
<i>auto</i> , self ; <i>autograph</i> .	<i>syl</i> , <i>sym</i> , <i>syn</i> , with, to- gether ; <i>syllable</i> , <i>sympa-</i> <i>thy</i> , <i>synopsis</i> .
<i>cata</i> , down, about ; <i>cata-</i> <i>ract</i> , <i>catastrophe</i> .	
<i>dia</i> , through ; <i>diaphanous</i> .	
<i>en</i> , <i>em</i> , on, in ; <i>encircle</i> , <i>em-</i> <i>bark</i> .	

Analyze the following :

anarchy	antipathy	antarctic
amphitheatre	diameter	emphasis
apostrophize	hypocrite	synthesis
epidemic	symphony	perihelion

Section III

Find as many roots and prefixes as possible in the following selection :

Time is the most undefinable of all things ; the past is gone, the future is not come, and the present becomes the past even while we attempt to define it, and like the flash of lightning, at once exists and expires.

Time is the measurer of all things, but is itself undisclosed. Like space it is incomprehensible, because it has no limits, and it would be still more so, if it had.

COLTON.

LESSON 84

PREFIX STUDY

Find the meanings of the prefixes used in the words under I, II, and III. Define each word, consulting a dictionary when necessary.

I

avert	aboard	aborigines	abbreviate
abuse	absorb	abstruse	abrade
abscess	abhor	astern	abound
abduct	atom	abscond	around
abstract	abdicate	abyss	abstraction

II

accost	accept	address	advise
aggrieve	affix	affect	allure
annex	approach	adhere	accord
appear	access	acclivity	arrange
assist	accident	attach	advertise

III

bedeck	anteroom	depend	circumference
amputate	biennial	extract	countermarch
concert	collision	convention	expend
depress	different	combine	infirm
disdain	divorce	imprudent	illiterate

LESSON 85

PREFIX STUDY (Continued)

*Follow directions under Lesson 84.
Consult a dictionary when necessary.*

I

international	intersperse	obtain	offend
obstruct	introduce	perplex	perforate
preternatural	prefix	predict	reënter
postmortem	presume	program	proslavery
redress	sinecure	sincere	subsoil

II

semicircle	transact	mistake	overspread
suspend	ultramarine	withstand	misdeal
supersede	forgive	understand	inspire
surpass	foreknow	unwilling	catalogue
obstruct	unconscious	overtop	epigram

III

paraphrase	antidote	ignition	bivalve
perimeter	apogee	epitaph	hypophosphate
diameter	apology	epitome	circuit
introduce	deduct	disease	complement

LESSON 86

Section I

FRENCH SUFFIXES

<i>age</i> , state of being, collection	<i>ess</i> , female ; lioness.
of, act of, that which ;	<i>ette</i> , little ; <i>lunette</i> .
pilgrimage.	<i>ier</i> , <i>eer</i> , one who ; cashier,
<i>ee</i> , one to whom ; payee.	auctioneer, engineer.

Section II

ANGLO-SAXON SUFFIXES

<i>dom</i> , state or quality of	<i>kin</i> , little ; lambkin.
being, dominion ; king-	<i>less</i> , without ; homeless.
<i>dom</i> .	<i>let</i> , little ; booklet.
<i>en</i> , to make, made of, little ;	<i>ly</i> , like, manner ; manly.
weaken, wooden, maiden.	<i>ness</i> , state or quality of be-
<i>er</i> , one who, that which,	ing ; fullness.
more ; banker.	<i>ock</i> , little ; hillock.
<i>ery</i> , <i>ry</i> , place where, art of,	<i>ship</i> , state of, office of ;
state of being, group of ;	friendship.
nursery.	<i>some</i> , full of, causing ; trou-
<i>ful</i> , full of, causing ; hurt-	blesome.
<i>ful</i> .	<i>ster</i> , one who ; punster.
<i>hood</i> , <i>head</i> , state or quality	<i>ward</i> , <i>wards</i> , direction of ;
of being ; brotherhood.	backwards.
<i>ie</i> , <i>y</i> , little ; Katie, Kitty.	<i>wise</i> , manner ; cornerwise.
<i>ish</i> , like, to make ; bookish.	<i>y</i> , full of, possessing ; juicy.

LESSON 87

Section I

LATIN SUFFIXES

<i>able, ible, ble</i> , capable of, fit to be.	<i>ile</i> , relating to, able to be.
<i>aceous, acious</i> , having the quality of, full of.	<i>ine</i> , belonging to.
<i>acy</i> , state of being, or quality of being.	<i>ion</i> , act of, state of being.
<i>al</i> , pertaining to, the act of.	<i>ite</i> , one who is, being.
<i>an</i> , pertaining to, one who.	<i>ity, ty</i> , state or quality of being.
<i>ance, ancy</i> , state of being, act of.	<i>ive</i> , relating to, of the nature, tending to.
<i>ar</i> , pertaining to.	<i>ment</i> , state of being, act of, process, that which.
<i>ary</i> , belonging to, one who, where.	<i>mony</i> , state of being, that which.
<i>ate</i> , having, one who, to make.	<i>or</i> , one who, that which.
<i>cle, cule</i> , little.	<i>ory</i> , relating to, place where, that which.
<i>ence, ency</i> , state of being.	<i>ose, ous</i> , full of, being.
<i>es cence</i> , becoming.	<i>ple</i> , fold.
<i>es cent</i> , state of.	<i>ship</i> , state, office, profession, art.
<i>fy</i> , to make.	<i>tute</i> , state of being.
<i>ic</i> , relating to.	<i>ule</i> , little.
<i>id</i> , pertaining to, quality.	<i>ure</i> , action, being, that which.

Section II

GREEK SUFFIXES

<i>ac</i> , pertaining to.	<i>ism</i> , state of being, doctrine.
<i>ad</i> , thing that is.	
<i>ard</i> , one who.	<i>ist</i> , one who.
<i>ise, ize</i> , to make, to give.	<i>y</i> , state of being.

LESSON 88

SUFFIX STUDY

Find the meanings of each suffix used in the words under I, II, and III. Define each word, referring to the dictionary when necessary.

I

authoress	bondage	brighten	comely
teacher	mignonette	comelier	mountaineer
auctioneer	fernery	statuary	lioness
roadster	consulship	bulky	homeward
hillock	helpful	womanhood	florescence

II

nomad	seaward	lancet	perceptible
coward	readable	organist	organism
leaflet	journalist	nodule	inventor
Calvinism	granule	abundant	captivity
ailment	corpuscle	maniac	trappist

III

doctor	creditor	puerile	multiple
parsimony	peaceful	feline	ravenous
outward	monument	childhood	stationary
moneyless	lambkin	likened	financier
horsemanship	machinery	abstinence	debtor

LESSON 89

SUFFIX STUDY (Continued)

From the list of suffixes find the meaning of each suffix used in the words under I, II, and III. Define each word, referring to the dictionary when necessary.

I

malleable	brownish	immersion	kingdom
anarchist	slavish	hungry	Christianize
druggist	laughable	harmonize	weary
handsome	servant	marriage	brooklet
flighty	sandy	wisdom	wavelet

II

baggage	redundance	military	double
abundance	herbaceous	coinage	fragile
testimony	pugnacious	quadruple	feminine
loyal	decency	molecule	migratory
beautify	amplify	magnify	deify

III

attractive	wondrous	perilous	restive
dangerous	ruffianism	heroism	courageous
discernment	permanency	heroic	banishment
vaccinate	adhesive	inventive	boldly
talkative	scholar	rancid	referee

LESSON 90

RULES FOR SPELLING

Section I

RULE I.—In monosyllables a final consonant preceded by a single vowel is doubled before a suffix beginning with a vowel.

run	run ning	stop	stop ped
step	step ping	beg	beg gar
slip	slip per	big	big gest
star	star ry	rob	rob ber
glad	glad den	rid	rid dance

*Illustrate this rule in derivatives formed from the following words by adding **ed** and **ing**:*

bar	stir	mop	rob
pin	wag	strip	sham
ship	whip	step	brag

Section II

RULE II. — The final consonant is not doubled when the word ends with a double consonant or when it is preceded by two vowels.

Apply these two rules by making derivatives ending in en, er, ery, ish, age, and y.

The following words are suggested ; think of others.

red, tight, sweet, sad, win, plot, drum, creep, slip, pot, nun, rub, fool, clan, sheep, cot, coin, soap, slop, fun, meal, wit, sleep.

Section III

Rule I may be made to apply to words of more than one syllable when the final syllable is accented.

be gin	be gin ner	ac quit	ac quit tal
for get	for get ting	ad mit	ad mit tance
com pel	com pel ling	e quip	e quipped
pre fer	pre ferred	re cur	re cur rence

How does the rule apply to the following words ?

re fer	ab hor	pre fer	be stir
re pel	oc cur	for get	al lot
re fit	be dim	sub mit	dis til
re mit	con cur	ful fill	in stil

RULE III. — When a suffix beginning with a consonant is added to a word ending with the same consonant both remain ; as in the following words :

law ful	law ful ly	moral	mor al ly
mean	mean ness	lean	lean ness

Apply this rule to the following words :

aw ful	le gal	plain	sul len
faith ful	skill ful	even	sud den
peace ful	use ful	open	bar ren

What parts of speech are the above words and the derivatives made under the rule ?

Section IV

aboard	symmetry	aggregate
abrupt	transfix	antarctic
accumulate	movable	antipathy
postscript	cardiac	librarian
supervise	passage	filial
circumnavigate	depend	kingdom
coeducation	diameter	trustee
vigilance	effusion	auctioneer
animalcule	encamp	critic
separate	epidemic	brownish
paganism	brotherhood	laddie
extraordinary	inhale	contentment
intercede	misfortune	oppose

LESSON 91

MEANINGS OF WORDS

Section I

Pupils should find the literal meanings of these words by the use of the lists of roots, prefixes, and suffixes, follow them with the formal definitions, and construct original sentences containing the words correctly used.

MODELS

1. *Benediction* = bene — dict — ion = well — say — ing.
Ben e dic' tion, an expression of kind wishes in favor of any person or thing.

He gave his *benediction* to the guests at parting.

2. *Abductor* = ab — duct — or = away — to lead — one who.
Ab duct' or, one who wrongfully takes away a person.

The *abductor* of the child demanded a heavy ransom.

Section II

Find the literal meanings, define, and use correctly in sentences the following :

activity	creditor	declamation
actually	incredulous	exclaim
agitator	agency	reclaim
inaction	credential	acclamation
declaim	benevolence	proclamation

LESSON 92

TROUBLESOME ENDINGS

Section I

You have learned that the way a word sounds does not determine its spelling. You must remember how it looks when written or printed. The words in this lesson must be observed closely, and their forms learned by practice, both oral and written.

Learn to spell and define:

sen a tor	debt or	suc cor
em per or	or a tor	fac tor
an ces tor	ju ror	rig or
con duct or	o dor	in vent or
con quer or	har bor	bach e lor
gov ern or	vig or	in struct or
mon i tor	sail or	chan cel lor
sculp tor	lan guor	spec ta tor
clam or	fla vor	su pe ri or
liq uor	par lor	sur vey or
ed i tor	me te or	
prob a ble	des pi ca ble	in dis pen sa ble
ad mi ra ble	in flam ma ble	ir rep a ra ble
blam a ble	du ra ble	laud a ble
tract a ble	mal le a ble	at tain a ble

NOTE. — In some of these words the *or* is a suffix; what is its significance, for example, in *editor*?

ca pa ble	eat a ble	as sail a ble
a me na ble	in com par a ble	at trib u ta ble
cred it a ble	ac cept a ble	com fort a ble
ef face a ble	a gree a ble	re spect a ble

What is the significance of the suffix **able**?

an i mate	cul ti vate	fas ci nate
o pi ate	em i grate	med i tate
ir ri tate	es ti mate	vin di cate
ir ri gate	ex tri cate	pred i cate
in di cate	ra di ate	prox i mate
mu ti late	del i cate	hes i tate

LESSON 93

TROUBLESOME ENDINGS (Continued)

Section I

RULE I.—When a termination beginning with a vowel is added to a word ending with silent *e*, the *e* is dropped; *e.g.*, *senate*, *sen a tor*; *blame*, *blam a ble*; *cul ti vate*, *cul ti vat or*, *cul ti va tion*, *cul ti vat ing*; *ra di ate*, *ra di a tor*, *ra di a tion*, *ra di at ing*.

Find other examples of this rule in the previous lesson.

EXCEPTIONS TO THE RULE.—1. Words ending in **ce**, **ee**, and **ge** retain the **e** before **able**. Find the examples in the previous lesson. Examples of silent **e** retained before **ous** will be found in Lesson 98.

2. The final **e** is often retained when the termination **ing** follows **oe**, **ee**, **ye**, and **ge** in verbs; as *hoe*, *hoe ing*; *shoe*, *shoe ing*; *see*, *see ing*; *dye*, *dye ing*; *singe*, *singe ing*.

Section II

RULE II. — When a termination beginning with a consonant is added to a word ending in silent *e*, the *e* is usually retained; as *peace, peace ful; move, move ment; sense, sense less; whole, whole some*.

Apply this rule to the following words:

shame	en gage	re venge	pale
peace	a chieve	al lure	cause

In the following words the silent *e* is dropped.

true	tru ly	awe	aw ful
due	du ly	woe	wo ful
whole	whol ly	wise	wis dom
argue	ar gu ment	a bridge . . .	a bridg ment
judge	judg ment	ac knowl edge . . .	ment

LESSON 94

TROUBLESOME ENDINGS (Continued)

Section I

What part of speech is each of the following words?
What is the significance of the termination *al*?

clerical	surgical	chemical
cubical	tropical	poetical
optical	logical	classical
whimsical	hysterical	critical

technical	comical	medical
metrical	physical	symmetrical
spherical	grammatical	dramatical

Write other words from the same stems and indicate the parts of speech.

Section II

What part of speech is each of the following words ?

delicacy	currency	exigency
privacy	brilliancy	emergency
policy	fallacy	idiocy
piracy	buoyancy	clemency
urgency	competency	intimacy
truancy	solvency	deficiency

Section III

What part of speech is each word in the following columns ?

abundance	annoyance	defiance
acquaintance	hindrance	vigilance
acceptance	resistance	temperance
attendance	maintenance	observance
compliance	ordinance	remembrance
countenance	utterance	variance

Write the corresponding words to each in other parts of speech and arrange them in columns.

Section IV

Write the plurals of the following words and note the change of y:

delicacy	fallacy	exigency
agency	faculty	facility
agony	energy	history

Make a rule for the formation of plurals from words ending in y preceded by a consonant.

LESSON 95

REVIEW

alcohol	exigency	plantain
anemone	extricate	porridge
apoplexy	fascinate	predicate
arsenic	gondola	quinine
attorney	hindrance	reptiles
amenable	heliotrope	scrofula
beauteous	grammatical	sapphire
buoyancy	hyacinth	sculptor
celibacy	hysterical	several
carnelian	inflammable	spiræa
challenge	incomparable	squadron
chancellor	intrepid	sturgeon

chemical	jasmine	strychnine
cholera	jollity	suicide
centipede	luscious	syringa
compliment	morphine	sulphur
convoyed	mussel	spherical
copyist	nectarine	technical
cypress	opossum	terrific
dahlia	ordinance	turquoise
dramatical	odorous	variance
effaceable	petulance	vigilance
efficient	plenteous	velocipede
emergency	pleurisy	vindicate
essayist	pomegranate	whimsical

LESSON 96

TROUBLESOME ENDINGS (Continued)

Section I

Make a general rule for the spelling of derivatives from words ending in y preceded by a consonant. Observe the following :

merry	merrier	merriest	merriment
lively	livelier	liveliest	liveliness
jolly	jollier	jolliest	jollity
greedy	greedier	greediest	greediness

Section II

Make derivatives from the following :

tidy	steady	happy	saucy
healthy	worthy	stately	clumsy
wealthy	busy	noisy	lovely
angry	ready	weary	lonely

Make derivatives ending in al from the following :

bury	deny	memory	testimony
------	------	--------	-----------

By adding ous to the following :

envy	study	injury	melody
------	-------	--------	--------

Section III

Notice the exceptions to the rule in the following :

carry	carrying	worry	worrying
baby	babyish	copy	copyist
beauty	beauteous	plenty	plenteous
dry	dryly	shy	shyness

A thing of beauty is a joy forever,
 Its loveliness increases ; it will never
 Pass into nothingness.

KEATS.

LESSON 97

TROUBLESOME ENDINGS (Continued)

Section I

Make a rule for the spelling of derivatives ending in y preceded by a vowel. Observe the following :

turkey	turkeys	valley	valleys
donkey	donkeys	chimney	chimneys
monkey	monkeys	money	moneys
attorney	attorneys	journey	journeys

Section II

Study the following :

delay	delays	delaying	delayed
obey	obeys	obeying	obeyed
buy	buys	buying	buyer
annoy	annoys	annoyed	annoyance
essay	essays	essayed	essayist
employ	employer	employed	employment

Never spend your money before you have it.

Never buy what you do not want because it is cheap.

How much pain the evils have cost us that never happened.

Take things always by the smooth handle.

JEFFERSON.

LESSON 98

TROUBLESOME ENDINGS (Continued)

Section I

See Lesson 93.

Under what part of speech are these words classified?

*Write corresponding words in other parts of speech.
Determine the stem or root of the word.*

bounteous	nauseous	piteous	miscellaneous
courteous	aqueous	duteous	spontaneous
gorgeous	gaseous	righteous	outrageous
beauteous	hideous	erroneous	simultaneous

Section II

Indicate by an initial letter, as in the dictionary, the part of speech of the following words:

confidant	observant	incessant	vigilant
disputant	elegant	important	vagrant
accountant	assistant	petulant	clairvoyant
assailant	ignorant	stagnant	descendant
consonant	combatant	reluctant	triumphant
intolerant	arrogant	luxuriant	malignant
boundary	elementary	missionary	secretary
customary	hereditary	visionary	seminary
commentary	incendiary	primary	statuary

What is the significance of each of the terminations in the above groups?

LESSON 99

TROUBLESOME ENDINGS (Continued)

Section I

receptacle	manacle	cuticle	ventricle
treacle	muscle	article	auricle
miracle	pinnacle	particle	vesicle
obstacle	spectacle	icicle	vehicle
pansy	quinsy	leprosy	
ecstasy	minstrelsy	hypocrisy	
embassy	heresy	pleurisy	

Section II

Write from memory or from the dictionary other parts of speech from the same root stem as each of the following words :

audience	excellence	difference
essence	eminence	dependence
presence	existence	diffidence
abstinence	experience	confidence
residence	beneficence	occurrence
subsistence	deference	insolence
reference	inference	insistence
conference	penitence	independence
preference	pretence	convalescence

LESSON 100

TROUBLESOME ENDINGS (Continued)

Section I

Indicate by the initial letter the part of speech of each word in the columns below:

mortar	lunar	altar	similar
scholar	stellar	pillar	muscular
beggar	grammar	circular	singular
burglar	cellar	regular	popular
nectar	collar	globular	jocular

Section II

What part of speech is each word below? What other words are suggested by each?

independent	belligerent	temperament
recipient	prevalent	accident
insolvent	convalescent	adjacent
inclement	armament	pertinent
competent	filament	diligent
corpulent	firmament	different
descendent	ligament	permanent
intermittent	eminent	beneficent
correspondent	ornament	benevolent
superintendent	testament	precedent

bravery	mystery	millinery
drapery	quackery	drollery
society	variety	propriety
nicety	sobriety	notoriety

LESSON 101

TROUBLESOME ENDINGS (Continued)

Section I

What is the signification of the termination **er** in the following words?

cutter	sower	minister	prisoner
believer	talker	coaster	register
receiver	leader	seller	defender
tanner	lodger	coroner	commander
teacher	passer	deserter	traveler
preacher	voter	messenger	deceiver

Section II

What is the signification of the termination **ble** in these words?

divisible	inflexible	audible
admissible	exhaustible	reversible
discernible	indelible	responsible
digestible	accessible	corruptible

contemptible	credible	impressible
combustible	illegible	impossible
irascible	infallible	convertible

Section III

Under what part of speech are the following words classified?

dangerous	murderous	riotous
impious	delirious	amphibious
gracious	spurious	illustrious
copious	commodious	meritorious
penurious	salubrious	ceremonious

Write corresponding words from the same root stems.

LESSON 102

REVIEW

adjacent	disputant	incendiary
amphibious	defense	intermittent
aqueous	duteous	inclement
auricle	descendant	jocular
assailant	divisible	meritorious
believer	discernible	muscular
belligerent	eminent	miscellaneous
beneficent	erroneous	nauseous

benevolent	essence	penurious
bounteous	embassy	pertinent
burglar	exhaustible	precedent
coroner	essayist	prevalent
credible	employer	pinnacle
circular	ecstasy	pleurisy
ceremonious	globular	petulant
commodious	hereditary	receiver
contemptible	hideous	responsible
convertible	hypocrisy	righteous
corruptible	illustrious	spectacle
corpulent	impressible	salubrious
convalescent	irascible	sobriety
clairvoyant	impious	seminary
cylinder	illegible	treacle
courteous	infallible	vesicle
drollery	intolerant	ventricle

Manners are of more importance than laws. Upon them, in a great measure, the laws depend. The law touches but here and there, now and then.

Manners are what vex or soothe, corrupt or purify, exalt or debase, barbarize or refine us, by a constant, steady, uniform, insensible operation, like that of the air we breathe in. They give their whole form and color to our lives.

BURKE.

LESSON 103

THE USE OF THE DICTIONARY (Continued)

SYNONYMS

Section I

The *building* cannot be *completed* unless more funds are *provided*.

The *edifice* cannot be *finished* unless more funds are *furnished*.

The same or nearly the same thought is expressed in these two sentences.

Words very nearly alike in meaning are called *synonyms*. Synonymous words approach each other so closely in meaning that in many cases they may be used interchangeably.

Synonyms in a dictionary generally appear after the definition, grouped under a separate head. In a small work they are found as single words in the body of the definition.

CAUTION.—Great care must be used by pupils in the use of synonyms. *Haste*, *hurry*, *speed*, and *dispatch* are given as synonymous terms. They all imply quickness of action, but one may *hasten* and be cool and collected in thought, while one who *hurries* is confused and liable to blunder. *Speed* has to do with the real progress made toward the end desired, and *dispatch* regards the quickness with which things are done,

Section II

Find in the dictionary three synonyms for each of the following words:

noise	enemy	please	balance
forsake	grief	wrath	exile
account	agreeable	expect	mean
unite	fright	company	battle
adorn	abundant	attack	beg

Section III

Fight, combat, battle.

The fierce *fight* between Achilles and Hector before the walls of Troy ended in the death of Hector.

Frequent *combats* occurred between bands of insurgents and squads of our soldiers.

The *battle* of Waterloo was one of the decisive engagements of history.

Find the exact meanings of each word in the following groups. Express in sentences the ideas conveyed by each word.

- a. Blameless, spotless, faultless.
- b. Bring, fetch, carry.
- c. Blunder, error, mistake.
- d. Idle, indolent, lazy.
- e. Clumsy, awkward, uncouth.

LESSON 104

SYNONYMS (Continued)

Section I

1. A *gentle* disposition, a *tame* bird, a *mild* temper, a *meek* spirit.

2. A *gift* to the needy, a *present* to a friend, a *donation* to the church.

3. The moon *gleams*, the candle *glimmers*, the diamond *glitters*.

4. A *heartly* liking, a *cordial* expression of feeling, a *sincere* regard for a person.

5. An *impediment* to our feet, an *obstacle* across our path, a *difficulty* overcome, a *hindrance* broken away from.

Use correctly in sentences the italicized words.

Section II

1. When *diffident* we distrust our ability to do and fear that our failure will be censured; if *modest*, we are not overconfident and do not desire to display our powers; if *humble*, we are sure to underestimate our merit.

2. An *officious* person obtrudes his offers of assistance where they are not needed; one is *impertinent* when intermeddling in things with which he has no concern; one is *rude* when he does a thing in a way not in conformity with the proprieties of social life.

3. *Irksome* applies to something which disgusts us on account of its nature; *wearisome* denotes that which wears us out by

severe labor; *tedious* applies to that which tires us out on account of its length.

4. We are *suspicious* of one when we imagine he has a bad design; we are *jealous* of one who we think is aiming to deprive us of what we prize.

5. We *nourish* a plant when we supply it with that which causes it to grow; we *nurture* a child when we train it with care and interest; we *cherish* that which we hold dear.

Use correctly in original sentences the italicized words in this exercise.

LESSON 105

SYNONYMS (Continued)

Section I

Find two or more synonyms for each of the following :

droll	share	consent	erase
tidy	patience	confuse	handsome
fertile	people	outward	common
blithe	hasty	repast	sample
callous	plunder	degrade	expert
kind	comfort	accost	final
obtain	serene	forsake	address
open	wasteful	strive	judgment
choice	ardent	witness	danger
custom	discuss	blame	wary

Section II

Express in sentences the shades of meaning conveyed by the following synonyms :

lazy	dangerous	brave
shiftless	fatal	courageous
idle	serious	venturesome
indolent	critical	heroic
correct	large	hopeful
precise	ample	confident
accurate	extensive	certain
careless	hurtful	generous
thoughtless	injurious	charitable

LESSON 106

SYNONYMS (Continued)

Section I

Find in the dictionary three synonyms for each of the following words :

calamity	punish	subdue	fraud
candid	leader	courage	definition
captious	prefer	crime	demolish
anxiety	solace	fretful	ridicule
vexation	reveal	gloom	style
avow	mislead	instantly	conquer

Section II

1. We *discover* that which existed before, but was unknown. We *invent* by using means unknown before, or by forming new combinations.

2. A man is *eminent* when he stands high in comparison with his associates; he is *conspicuous* when he is so elevated as to attract observation; *distinguished* when from some cause he stands apart from others in the public eye; and *celebrated* when spoken of with honor far and wide.

3. We are *puzzled* when we cannot understand a thing; *perplexed* when we do not know how to decide or act; and *embarrassed* when some obstacle hinders our thought or motion.

Use correctly in sentences the italicized words.

LESSON 107

SYNONYMS (Continued)

Section I

- a. Economy, frugality, parsimony.
- b. Accurate, correct, exact.
- c. Emulation, competition, rivalry.
- d. Enormous, immense, excessive.
- e. Event, occurrence, incident, circumstance.

Find in the dictionary the meaning of each word in these groups of synonyms. Construct sentences illustrating the correct use of each.

Section II

1. *Any* denotes one or more taken indifferently from a class ; *every* relates to more than two and considers them individually ; *each* considers all of a class, separately, one by one.

2. *Expect* refers to some coming event ; *think* and *believe* refer to the past and present, as well as to the future ; *await* refers to that in the future which will affect us personally.

3. A man is *fortunate* when he is favored with unusual blessings ; *successful* when he secures what he aims at ; *prosperous* when he gains that which men commonly desire.

4. We *fracture* a bone or any hard substance ; we *rupture* a blood-vessel, a membrane, a fibre, etc.

5. To *gaze* is to look with interest and excitement ; to *gape* is to look with open-mouthed, ignorant wonder ; to *stare* is to look fixedly and insolently.

Use correctly in sentences the italicized words in this lesson.

Section III

Find in the dictionary one synonym of each of the following words and make sentences illustrating their correct use:

abdicate	narrate	odor
harmless	support	owner
beneficial	response	generosity
contract	careless	dangerous
desperate	conduct	eulogize
venture	error	rough

LESSON 108

REVIEW

Section I

What is a root word? a prefix? a suffix?

From what languages are many of the roots, prefixes, and suffixes of the English language derived?

Give six examples each of roots, prefixes, and suffixes and their meanings.

From what roots are the following words derived?

telegraph, geography, pendant, annual, benefactor, amiable, fraction, manuscript, captivity, fugitive, paternal, legible, linguist.

Section II

Give orally the meanings of the prefixes a, ab, abs, ad, ac, ante, anti, con, ex, sub, cata, and of the suffixes age, ier, ette, er, ster, ary, able, fy, ose, ous, ist, and illustrate each with a suitable word.

Section III

Analyze and define the following words:

predict	obstruct	supersede
autograph	perimeter	ambidexter
consonant	brighten	homeward
lambkin	abductor	readable
childhood	anarchist	slavish

sandy	beautify	brooklet
heroic	courageous	verbose
referee	proclamation	pugnacious
intercede	hypercritical	hypocritical
transalpine	cisalpine	extract

Section IV

What are synonyms?

Write sentences illustrating the use of the following words and their synonyms :

enormous	grateful	response
error	incident	careless
generosity	successful	venture

Section V

Rewrite the following selection, using the fewest possible of the words employed therein, yet preserving the sense.

There is nothing so delightful as the hearing or the speaking of truth. For this reason there is no conversation so agreeable as that of the man of integrity, who hears without any intention to betray, and speaks without any intention to deceive.

PLATO.

TEST WORDS

For pronunciation, spelling, syllabication, diacritical marks, meaning, use in sentences; analysis for prefixes, suffixes and roots when possible, and finding synonyms when there are any.

I

accessory	judicial	benediction
accommodation	mathematician	contentious
circumstantial	appropriation	farina
circumspect	apprehension	farinaceous
judicious	beneficial	cynical

II

dynasty	zoölogy	reciprocity
chevalier	encyclopedia	omnipresence
chivalry	halcyon	omniscience
democracy	panegyric	exhilarate
aristocracy	reciprocal	hypothesis

III

mercenary	epitaph	liquidate
surveillance	autograph	economy
ostensible	autobiography	débris
gymnasium	rhyme	intelligible
amicable	jeopardy	catastrophe

I

orthoëpy	prevaricate	scurrilous
labyrinth	vacillate	syringe
recollection	vaccinate	embroidery
laboratory	hosiery	reservoir
sidereal	symmetry	phraseology

II

grandeur	synonymous	allegiance
capillary	parliament	temperance
orthography	illiterate	secession
souvenir	emissary	façade
vociferous	promissory	impanel

III

abhorrence	achievement	abstemious
atrocious	fragmentary	inheritance
affidavit	carnivorous	ridiculous
tranquillity	centaur	chargeable
hereditary	catarrh	indiscreet

IV

philology	retrograde	hypercritical
philosophy	responsible	hyperbole
neuralgia	secrecy	belligerent
pleuritis	transposition	diphthong
laryngitis	transmission	alcohol

I

dissension	obligatory	aberration
lacerate	ascension	hemisphere
incipient	reconnoiter	thermometer
subtle	reconnaissance	barometer
subtile	projectile	chronometer

II

integer	valedictory	microscope
intangible	sorcery	telescope
sonorous	heptarchy	misnomer
miscreant	oculist	intrusion
cordial	optician	inundation

III

philanthropy	monastery	denunciate
philosopher	fictitious	evanescent
patriarch	monotonous	convalescent
monarchy	monogram	hygiene
oligarchy	impassable	mischievous

IV

lichen	diocese	analysis
extraordinary	diocesan	synthesis
courtesy	chicanery	vicinity
precedence	celerity	anonymous
acrimony	prescience	separate

I

synopsis	bicycle	competitor
discernment	tricycle	acquittal
discretion	despatch	inaugurate
discreditable	discriminate	lyceum
antipathy	incriminate	museum

II

respectfully	recognize	parricide
rheumatism	patrician	osseous
embarrass	patriotic	ossification
concurred	fraternal	nuisance
elected	fratricide	equitable

III

equivalent	granary	involve
diæresis	granivorous	involution
homeopathy	irreparable	evolution
allopathy	irredeemable	automaton
allegiance	irrevocable	autograph

IV

hydrogen	eulogium	acumen
hydraulics	euphony	anodyne
hydrostatics	omnivorous	nonpareil
coalesce	carnivorous	oscillate
coadjutor	acute	tenacious

I

mysterious
plebeian
fascinate
reindeer
nauseous

amateur
concur
concurrence
conscience
conscious

cylinder
patriarch
wrangle
campaign
supersede

II

intercede
semicircle
persuasion
mortgage
emigrate

immigrate
admissible
admittance
barrister
illicit

decimal
decatalogue
soliloquy
phosphorous
acceptable

III

auspicious
symphony
contagious
contiguous
contingency

disciple
discipline
island
peninsula
salary

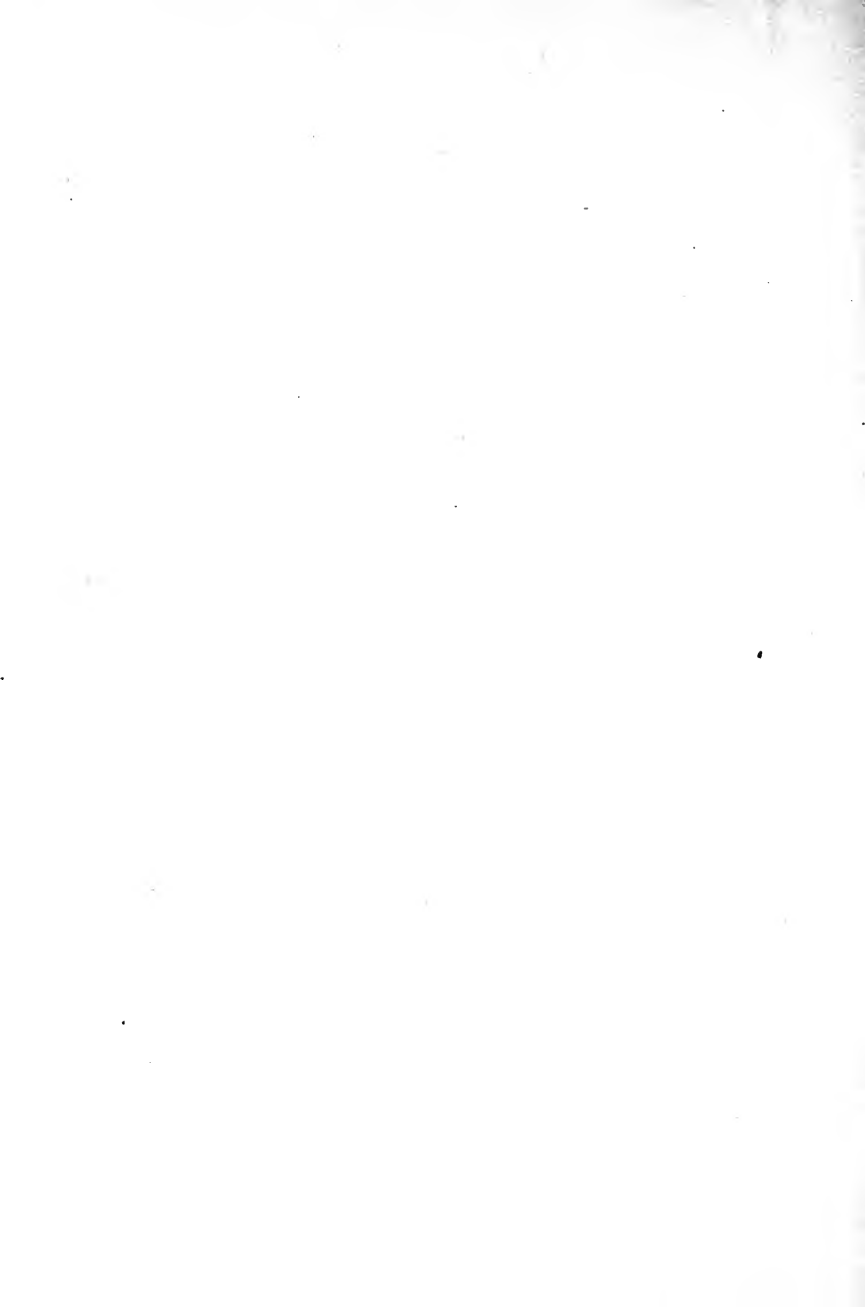
perceive
perceptible
permission
sequence
persecute

IV

perspective
perspicuous
persuade
pursuit
parenthesis

grievous
liniment
lineament
cuticle
cutaneous

prejudge
prejudice
fragile
fracture
fraction



SOME ABBREVIATIONS THAT EVERY ONE SHOULD KNOW

A. B. Bachelor of Arts.	C. E. Civil Engineer.
A. C. Before Christ.	C. H. Court-House.
Acct. Account.	Chap. Chapter.
A. D. In the year of our Lord.	Co. Company ; county.
Aet. Aged.	Col. Colonel.
Ala. Alabama.	Coll. College.
A. M., or M. A. Master of Arts.	Colo. Colorado.
A. M. Before noon.	Conn., or Ct. Connecticut.
Amt. Amount.	Cr. Credit ; creditor.
Anon. Anonymous.	
Ans., or ans. Answer.	D. C. District of Columbia.
Apr. April.	D. D. Doctor of Divinity.
Arith. Arithmetic.	Dec. December.
Ark. Arkansas.	Deg., or deg. Degree.
Atty. Attorney.	Del. Delaware.
Aug. August.	Dict. Dictionary.
Av., or Ave. Avenue.	Dis., or disct. Discount.
@. At.	Dist. District.
B. A. Bachelor of Arts.	Do., or do. The same.
Bal. Balance.	Doz., or doz. Dozen.
B. C. Before Christ.	Dr. Doctor ; debtor.
Benj. Benjamin.	
Brig. Brigadier.	E. East.
Bu., or Bush. Bushel.	Ed. Edition ; editor.
	Eng. England.
C. A hundred.	Esq. Esquire.
Cal. California.	et al. And others.
Capt. Captain.	Etc., or &c. And so forth.

Fahr. Fahrenheit.	Kan., or Kas. Kansas.
Feb. February.	Ky. Kentucky.
Fla. Florida.	
Ft., or ft. Foot; feet.	La. Louisiana.
	Lat., or lat. Latitude.
Ga. Georgia.	Lb., or lb. Pound in weight.
G. A. R. Grand Army of the Republic.	£, s., d. Pounds, shillings, and pence.
Gen. General.	L. I. Long Island.
Geo. George.	Lieut., or Lt. Lieutenant.
Gov. Governor.	LL. B. Bachelor of Laws.
Govt. Government.	LL. D. Doctor of Laws.
	Long. Longitude.
H. B. M. His, or Her, Britannic Majesty.	L. S. Place of the Seal.
Hon. Honorable.	
	M. Monsieur; Sir or Mister.
Ia. Iowa.	M. Midday; thousand; mile.
Id., or id. The same.	Maj. Major.
Ida. Idaho.	Mar. March.
I.e., or i.e. That is.	Mass. Massachusetts.
I. H. S. Jesus, Savior of Men.	M. C. Member of Congress.
Ill. Illinois.	M. D. Doctor of Medicine.
incog. Unknown; in disguise.	Md. Maryland.
Ind. Indiana.	Me. Maine.
Inst., or inst. Instant, or of the present month.	Mem. Memorandum; remember.
Int., or int. Interest.	Messrs. Gentlemen.
	Mex. Mexico.
Jan. January.	Mich. Michigan.
Jas. James.	Minn. Minnesota.
Jr., or Jun. Junior,	Miss. Mississippi.
	Mlle. Mademoiselle or Miss.
	Mme. Madame.
	Mo. Missouri.

Mont. Montana.
M. P. Member of Parliament.
Mr. Mister.
Mrs. Mistress or Missis.
MS. Manuscript.
MSS. Manuscripts.
Mt. Mountain.

N. North.
N. A. North America.
Nat. National.
N. B. Take notice.
N. C. North Carolina.
N. D. North Dakota.
N. E. New England.
Neb. Nebraska.
Nev. Nevada.
N. F. Newfoundland.
N. H. New Hampshire.
N. J. New Jersey.
No., or no. Number.
Nov. November.
N. S. Nova Scotia.
N. T. New Testament.
N. Y. New York.

O. Ohio.
Oct. October.
Okla. Oklahoma.
Ore. Oregon.
O. T. Old Testament.
Oz., or oz. Ounce or ounces.

P., or p. Page.
Pa., or Penn. Pennsylvania.
Payt., or payt. Payment.
Per cent., or per cent. By the hundred.
Ph. D. Doctor of Philosophy.
Phila. Philadelphia.
P. M. Afternoon; postmaster.
Pp., or pp. Pages.
P. R. Porto Rico.
Pres. President.
Prof. Professor.
Protem., or pro tem. For the time.
Prox., or prox. Of the next month.
P. S. Postscript.
Pt., or pt. Pint.

Q., or Qu. Question.
Qt., or qt. Quart.

Recd. Received.
Recpt. Receipt.
Rev. Reverend.
R. I. Rhode Island.
R. R. Railroad.

S. South.
S. A. South America.
Sat. Saturday.
S. C. South Carolina.
S. D. South Dakota.
Sec. Secretary; second.
Sen., or Sr. Senior.
Sep., or Sept. September.

Sq., or sq. Square.
St. Saint; street.
Supt. Superintendent.

Tenn. Tennessee.
Tex. Texas.
Thurs. Thursday.
Tues., or Tu. Tuesday.

U. Utah.
Ult., or ult. Of the last month.
Univ. University.
U. S. United States.
U. S. A. United States of
America; United States
Army.
U. S. M. United States Mail.
U. S. N. United States Navy.

Va. Virginia.
Vid., or vid. See.
Viz., or viz. Namely.
Vol., or vol. Volume.
V. P. Vice President.
Vs., or vs. Against.
Vt. Vermont.

W. West.
Wash. State of Washington.
W. I. West Indies.
Wis., or Wisc. Wisconsin.
Wm. William.
W. Va. West Virginia.
Wyo. Wyoming.
Xmas. Christmas.
Yd., or yd. Yard.



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